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ABSTRACT

The purpose of this Handbook is to provide the user with the information needed to develop a program similar to the Providence Educational Center (PEC) in his or her community. As an alternative to incarceration in a training school, the PEC in St. Louis, Missouri provides intensive remedial education and counseling to adjudicated delinquents. Terms of professionally-trained counselors, educators, and social workers develop and implement an individualized program for each child, to improve his educational and social adjustment skills. The program has demonstrated notable effectiveness in treating adjudicated delinquents who have a history of truancy, poor school performance and behavior problems. This Handbook has been prepared to assist local criminal justice administrators, public officials, and other civic leaders interested in proven methods for helping delinquent youths. It provides necessary detailed information. This Handbook is not a cookbook--it does not provide a detailed recipe for creating exact duplications of PEC in other communities. Section One is a detailed description of the PEC program in terms of its developmental history, target population, program content and methodology, organization and administration, physical plant and budget. Section Two focuses on PEC's accomplishments and an evaluation of its effectiveness. (Author/JM)

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FOREWORD

As an alternative to incarceration in a training school, the Providence Educational Center (PEC) in St. Louis, Missouri provides intensive remedial education and counseling to adjudicated delinquents. Teams of professionally-trained counselors, educators, and social workers develop and implement an individualized program for each child, to improve his educational and social adjustment skills. The program has demonstrated notable effectiveness in treating adjudicated delinquents who have a history of truancy, poor school performance, and behavior problems. PEC has decreased the incidence of further offenses among the youngsters it serves, increased their ability to function in the public schools or on the job, and strengthened their family relationships.

This Handbook has been prepared to assist local criminal justice administrators, public officials, and other civic leaders interested in proven methods for helping delinquent youths. It provides the detailed information needed to design and operate a program similar to the Providence Educational Center. A brochure on the program is also available from LEAA's National Criminal Justice Reference Service.

Gerald M. Caplan, Director
National Institute of Law
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HOW TO USE THIS HANDBOOK

The purpose of this Handbook is to provide the user with the information needed to develop a similar program in his or her community. By the time the user has reached the end of the Handbook he should have sufficient knowledge of PEC's program to be able:

- to determine whether a similar program might be beneficial in the community;
- to assess the extent of need;
- to identify and organize the kinds of resources needed to replicate the program;
- to develop an operational design;
- to assess the adequacy of potential facilities;
- to determine staff requirements; and,
- to implement such a program.

However, this Handbook is not a cookbook--it does not provide a detailed recipe for creating exact duplications of PEC in other communities. It is based on an understanding that communities differ in terms of their needs; their priorities; and the human, technical, and financial resources available to them. It is to be expected, then, that programs based on PEC's experiences in St. Louis will take many different forms in other cities or rural areas. To this end, the Handbook is organized into three distinct sections.

Section One is a detailed description of the PEC program in terms of its developmental history, target population, program content and methodology, organization and administration, physical plant and budget.

Section Two focuses on PEC's accomplishments and an evaluation of its effectiveness.

For further information concerning the policies and procedures of the Providence Educational Center, contact:

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CHAPTER 1: PROJECT SUMMARY

This Chapter of the handbook is meant to provide the reader with a description of the problems that led to the development of the Providence Educational Center (PEC) and an overview of the program including PEC's philosophy, objectives, approach, and accomplishments.

According to the St. Louis (Missouri) Police Department in 1971, juveniles--under the age of 16--accounted for 25.4% of all arrests for stranger-to-stranger crimes or one out of every four arrests for crimes of this type. Crimes against strangers--including crimes such as robbery, rape, and crimes against property like burglary and breaking and entry are the kinds of offenses that make law abiding citizens most fearful.

Yet a follow-up of those juveniles committed to the State Juvenile Institution for delinquent acts between 1965 and 1969 found that 81% were arrested and charged as adult offenders within three years after being released. That is, over four out of every five juveniles who "served time" during the period of the study continued their criminal activities into their adult years. Other analyses indicated that recidivism rates among juveniles placed on probation were high as well--as high as 70%. In overall terms, a majority of the juveniles adjudicated by the court committed further offenses.

The court obviously needed more effective programs or approaches to treating delinquents if it was to fulfill its responsibility to protect the community and to rehabilitate delinquent youths and prepare them for a responsible and law abiding adulthood.

An examination of court records revealed that the typical delinquent youth was behind in school--often as much as several years behind his normal grade level in mathematics, reading, and language arts; perceived as a "behavior problem" and a "failure" by his teachers and family; and chronically truant. Many were multiple offenders.

The PEC program was designed to deal with this kind of youth, young boys (12-16 years old), who were charged with stranger-to-

stranger crimes and who had histories of poor academic achievement and social failure. The basic premise underlying PEC's program is that the long term rehabilitation of delinquents exhibiting these characteristics is contingent on the development of those skills they need to experience success in school, in their family and social relationships, and on the job. PEC is aimed at providing delinquent youth with effective alternative ways of relating and functioning in the community.

Specifically, PEC's goals are:

- To reduce street crime among those students enrolled in PEC;
- To reduce truancy and improve educational skills, especially in reading;
- To engage students in a therapeutic program which will rehabilitate students by developing a more positive self-concept and thus increase social adjustment;
- To work with parents of all students; and,
- To orient each youth towards a successful placement in public schools, vocational schools, employment.

PEC's program is comprised of three closely coordinated and functionally interrelated components. While each component is innovative to some extent, most aspects of PEC's program have been tried elsewhere. What is unique about PEC is the fact that these components have been combined under one administrative structure and that they are so closely and consciously coordinated. The three components that comprise PEC's program are:

1. *The Educational Component.* It consists of a highly individualized approach to providing instruction and remedial assistance in reading, mathematics, and other academic subjects. Classes are ungraded and the student-teacher ratio is approximately six to one.

2. *The Social Services Component.* This component performs diagnostic assessments, provides regular group and individual counseling to youth enrolled in PEC, provides counseling and assistance to families, and acts as liaison with juvenile court officials on each case.

3. *The Aftercare Component.* This component is responsible for easing the transition back into the community--the public schools, a job, or various training programs--after a youth "graduates" from PEC.

Thus, while PEC is basically a school, the students receive regular counseling and assistance in dealing with their attitudes, self-image, and social relationships, and they are given continuing support and help in making the transition back into the community.

PEC is different from traditional juvenile treatment institutions in that it is non-residential--youth live at home--and able to provide a comprehensive range of services tailored to the needs of each youth. It is also different from most standard juvenile probation programs. It has been called a "probation plus" program for some youth. That is, PEC provides more intensive supervision and a more individualized treatment program than most youth on probation could receive from the public schools or other community service agencies.

PEC also seems to work. The results have so far been heartening. According to an evaluation performed by staff of the Missouri Law Enforcement Assistance Council (Region 5), youth enrolled in PEC "were less involved in crime than in the year prior to joining Providence." PEC's recidivism rate appears to be only 28%. In addition, substantial gains were made in decreasing truancy, in increasing achievement levels in mathematics and reading, and in changing students' behavior.

Finally, because PEC is non-residential, it is able to provide services to delinquent youth at a lower per student cost than the other institutional treatment alternatives available to the Juvenile Court in St. Louis.

CHAPTER 2: THE HISTORY AND STRUCTURE OF PEC

This Chapter of the handbook is meant to provide the user with information about the history of PEC. Significant milestones in PEC's development are identified and the major stages in the program's growth are described.

The Providence Educational Center (PEC) is sponsored by the Providence Inner-City Corporation, a private non-profit organization incorporated in 1968. The Providence Inner-City Corporation also sponsors and operates the Providence Group House--a residential program for youth with no other place to live.

Both programs grew out of the concern of a member of the Christian Brothers Order who was a teacher at Providence High School in the mid-1960's. At that time, Providence was an all-boys school that operated under the aegis of the Roman Catholic Diocese in St. Louis. Between 1965--when the program began--and 1968--when the Providence Inner-City Corporation was formed, the program was operated informally. Initial programmatic activities included tutoring and recreational activities for boys in the predominantly Black, low-income neighborhood around the school.

By 1970, the Corporation was able to buy and open its first Group Home. That same year, in June 1970, the Archdiocese decided to close Providence High School, but agreed to allow continued use of the facility by the Providence Inner-City Corporation. From June 1970 until April 1972, the Providence programs operated at a loss and--with the exception of limited private foundation support--the program depended on unpaid staff. Two members of the five remaining members of the Christian Brothers community involved in Providence worked at full-time jobs in order to support the other three Christian Brothers' unpaid efforts with the Providence program. In addition, several other volunteers committed time to keeping the program going during that period.

In April of 1972, the Providence Inner-City Corporation received its first federal grant ($40,000) through the St. Louis Juvenile Court. That grant required Providence to serve 32 boys referred by the court. In May 1972, one month later, Providence received a grant of $150,000 funded through MLEAC (Region 5) and the Juvenile Court by the Law Enforcement Assistance Administration

(LEAA) of the United States Department of Justice as part of LEAA's "Special Impact" program. The Impact Grant called for Providence to provide an expanded set of services to 75 boys.

Thus, between 1965 and 1972 the Providence Inner-City program changed from a general recreational and educational program developed to serve a local neighborhood into an educationally oriented treatment and resocialization center for adjudicated delinquents. In making this transition, the Providence program was able to draw on an experienced group of dedicated administrators, a familiarity with the resources available in the community, and a physical plant suited to educational use.

Since the decision to focus entirely on service to delinquent youth, PEC has grown and changed substantially. Several events in the program's development since May 1972, when Providence received its initial grant, represented particularly significant milestones.

Between May and November 1972, PEC's enrollment grew from 32 to 75. Growth during that period was both rapid and uncontrolled--particularly in the absence of a full-time Executive Director. Staff recruitment and hiring was hurried and the program's conceptual basis was not clear. Programmatically, the total focus was on education and remediation.

In January 1973, the new Executive Director scheduled a one-week workshop for staff and administrative personnel. The social service component was developed as a result of that workshop. In addition, concern with the students' negative behavior and "acting out" during classes led PEC to adopt an approach to discipline based on behavior modification theory. This decision was based on a "pathological conception" of the causation of delinquency.

In June 1972, dissatisfaction with this approach and with the lack of progress in the program led the Board of Directors and the Executive Director to establish a clearer set of criteria for staff hiring; to terminate a substantial number of those who staffed the program during its first year of treating delinquents; and employing new staff with the experience and professional training required by the new employment criteria.

At the same time, the Aftercare component was added to the program. The creation and implementation of the Aftercare component was catalyzed by the fact that some 50 students were "graduating" from PEC's "protected" environment and returning to public school or entering the job market.

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With the hiring of new staff, the conceptual basis of PEC's program was also redefined to emphasize educational concerns and the behavior modification approach was abandoned. This decision was based primarily on PEC's experience with behavior modification which indicated some success with younger children but little success with older youth. PEC's staff postulated that two factors inhibited the effectiveness of the behavior modification approach as it was used by PEC:

1. They felt that the reward system that is an intrinsic part of behavior modification was inadequate--PEC was not able to provide rewards that were meaningful to older youth or valuable enough to motivate them to change their behavior.

2. They felt that PEC's staff did not have either the training or the available time to systematically record behaviors and to consistently apply the approach. Thus, PEC's staff felt that youth got inconsistent and "mixed messages" about what was expected of them.

As of December 1973, the Executive Director of PEC indicated a concern with developing a vocational program module including an orientation to the "world of work", mini-courses geared to meet existing manpower needs in the community, and on-site job training for an estimated 20 students with continuing supervision provided by PEC staff.

PEC is still developing. As the program learns more about the youth it serves, and more about what works and what doesn't work in their rehabilitation and treatment, it will undoubtedly continue to change. The Board of Directors, the Executive Director, and the staff of PEC are clearly committed to relevance.

CHAPTER 3: CHARACTERISTICS OF YOUTH SERVED BY PEC

This Chapter is meant to provide the user with a profile of the youths served by PEC. The characteristics considered include: family structure; the socio-economic status of the students' families; ethnicity; and, prior arrest records of the students and their siblings.

According to PEC's Executive Director, a "snapshot" description of the average youth enrolled in PEC would reveal a boy in his early teenage years who is "turned off and behind in school--he's a failure, in school, at home, and everywhere else--he's even failed at crime or he wouldn't be at Providence. His only friends are other delinquent kids, and he's hungry for attention and someone to listen to him. He wants guidance and help in learning ways that don't lead to trouble."

Between September 5, 1972 and December 3, 1973, PEC served 135 youths between the ages of 12 and 16 years old. Due to patterns of residential segregation and ethnic concentration in the city of St. Louis, all but two of the youths served by PEC during that period were Black.

Most of PEC's students come from economically marginal families. Although annual income ranged from $1,260 to $14,400 a year, the average income of the families of boys in PEC was found to be $5,284 a year.[1] Unemployment is high among PEC families too. Only 38.2% have a parent known to be working. In addition, families of most PEC youth are large--there are five or more children in over two-thirds of the families with sons enrolled in PEC, and 24.6% of them have ten or more children. Thus, *effective* family income is even lower.

The families of PEC youth are often unstable and have had past problems as well. Only 18.6% of the youth enrolled in PEC lived with both parents at the time of their admission to PEC. And in almost half (44.9%) of the families with boys in PEC, one or more of the other children in the family were also known to the court.

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[1]MLEAC Evaluation Report, see Appendix I.

Youths in PEC varied widely in both the total number of previous referrals to the Juvenile Court and the kinds of offenses for which they were referred. MLEAC examined the records of 106 PEC students as part of its evaluation effort and found a history of previous offenses ranging from seven youths (6.6%) with no prior referrals to eight youths (7.5%) with ten or more prior referrals--including one boy with 22 previous court referrals. The average number of prior referrals among PEC students is 4.0--that is, nearly half of the students PEC has served (49.1%) have had four or more prior referrals.

In addition, over two thirds (67.0%) of the youths in PEC had been referred to the court for an "Impact" offense--a stranger-to-stranger crime or a burglary--and, over one third (37.7%) had multiple "Impact" referrals. In terms of their last referral to court prior to enrollment at Providence, 16 youths were assigned to PEC on grounds of "neglect" or were referred by a source other than the court. Another 35 youths were assigned to PEC for minor offenses including truancy, shoplifting, "parole" violation (normally two absences from a community work detail may constitute "parole" violation for a juvenile in St. Louis), inhaling intoxicating fumes, trespassing, disturbing the peace, and incorrigibility. The remaining 84 youths in the program were referred to PEC for a variety of more serious offenses ranging from stealing to armed robbery, simple assault to attempted forcible rape and homicide, and from destruction of property to arson. Chart 3-A on the following page summarizes the data on the offenses leading to referral to PEC.

Most youths (57.6%) were in the Fifth, Sixth or Seventh grade in public school prior to entering PEC, but this fact obscures the problems these youths had in performing academically. Only 1.7% of the youths in the program were achieving at their correct grade level while 55.1%--over half--were known to be one to four years behind in school. Chart 3-B details the information on achievement levels of youth at the time of entry.

CHART 3-A

Categorization of Last Referral to Court
Prior to Enrollment at Providence

Offense	Number of Referrals
Burglary	19
Assault With Intent	4
Common Assault	5
Stealing U/$50	13
Truancy	8
Shoplifting	1
Tampering	2
Armed Robbery	1
Parole Violation	1
Incorrigible	17
Inhaling Fumes	4
Possession of Stolen Property	2
Neglect	13
Burglary & Stealing	12
Stealing O/$50	6
Robbery	12
Peace Disturbance	3
Possession of Bomb	1
Destruction of Property	3
Arson	1
Flourishing a Dangerous & Deadly Weapon	1
Attempted Forcible Rape	1
Homicide	1
Trespassing	1
Sub-total (Court Referrals)	132
3 boys never known to court	3
Grand Total	135

CHART 3-B

Number of Years Behind Expected Grade Level

Number of Years	Number of Boys	%
At Grade Level	2	1.7
One Year Behind	16	13.6
Two Years Behind	28	23.7
Three Years Behind	16	13.6
Four Years Behind	5	4.2
Unknown	27	22.9
Special Education	24	20.3
	118	100.0

CHAPTER 4: THE PEC PROGRAM

The purpose of this Chapter is to provide the user with detailed and specific information about PEC's process, operational procedures, and programmatic approaches. The major topics discussed include: referral criteria and procedures; eligibility criteria and the intake process; PEC's diagnostic procedures and methods; the planning and implementation of social and educational treatment plans; and, PEC's approach to assisting youths in making a successful transition back into the public schools or the job market.

Chart 4-A depicts the major stages in the process of a student's arrest, referral to PEC, and return to the public schools or employment.

4.1 Referral Sources and Criteria for Referral

The St. Louis Juvenile Court has been the primary source of referrals to PEC. Some youths have been referred by other agencies, however, including the Providence Group Home, the public schools, the Division of Children's Services, and Missouri Hills (a state-operated residential facility for delinquents). Chart 4-B, drawn from the MLEAC evaluation report, shows the number of referrals from each source for the 118 youths included in MLEAC's study.

Prior to the receipt of LEAA Impact Funds, PEC accepted a small number of youths who were not known to the juvenile courts. However, under current guidelines, youths referred to PEC must be adjudicated juveniles who are either on open case status at the court--being processed by the court's Intake Unit, awaiting trial or under court supervision--or who are youths who have been placed at a juvenile institution like the Missouri Hills Home for Boys.

Criteria for referral to PEC are not very specific. They seem to be informal and subjective. The most common criteria mentioned by court officials was the "judgement" of the juvenile officers that a boy could benefit from PEC's program. The basis for making that "judgement" seemed to vary, however. One juvenile officer used the "degree of aggressiveness" as his primary criterion. He indicated

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CHART 4-A PEC Program Flow

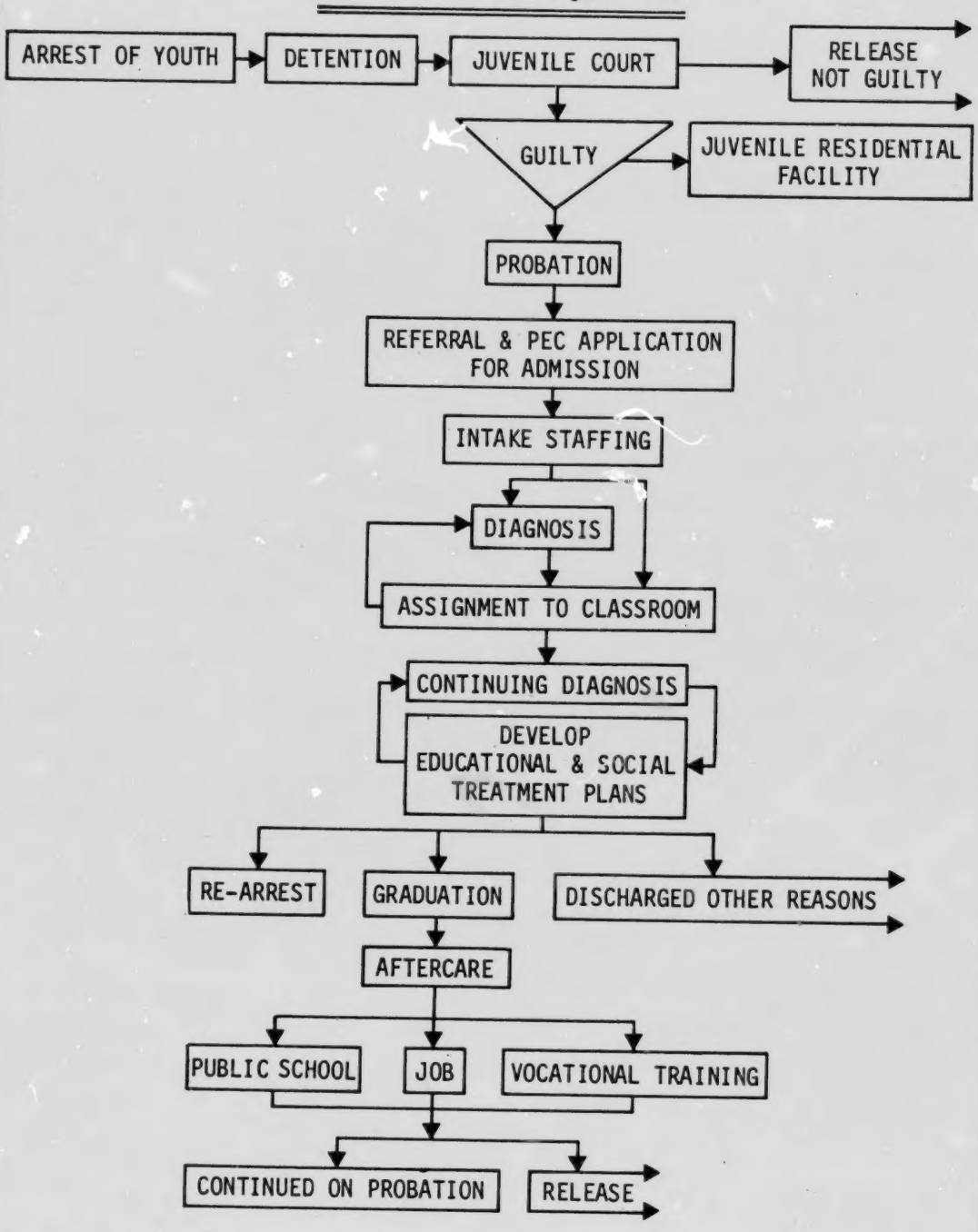


CHART 4-B

Referral Agency

Agency	No. of Youths	% of Youths
Juvenile Court	83	70.3
Missouri Hills	24	20.3
Group Home	3	2.5
Division of Children's Services	1	.8
Unknown	7	5.9
Total	118	99.8

that he recommended referral of "non-agressive" youths to PEC and "hard cases" to Missouri Hills or to the State's juvenile correctional facility in Booneville, Missouri. Other officers of the court apparently used other criteria, though since a number of offenses associated with aggressive behavior--like assault with intent and armed robbery--were charged to youths referred to PEC. In addition, some PEC students had "served time" at Booneville prior to committing the offense leading to referral to PEC and some youths attend PEC while they are incarcerated at Missouri Hills.[2]

4.2 PEC's Eligibility Criteria

To be eligible for admission to PEC, a youth must meet the following basic criteria:

1. He[3] must have had prior involvement with the Juvenile Court and be under the active supervision of a Deputy Juvenile Officer and/or a caseworker;
2. He must be between 12 and 16 years of age;

[2]Incarcerated youths from Missouri Hills are transported to PEC every day, a round trip of approximately 40 miles. Other youths in Missouri Hills are provided instruction by public school teachers assigned to the Missouri Hills facility.

[3]PEC began accepting female referral in June, 1974.

3. He cannot be either seriously emotionally disturbed, retarded, or severely handicapped;

4. He must be functioning on a "pre-high school achievement level" in reading (less than eighth grade); and,

5. The referring agent, parent, and child must agree to an on-going and active involvement with the program.

These criteria provide general guidelines for the determination of eligibility by PEC's administrators and staff. They are not rigid. For example, in determining whether a youth is retarded, standard measures of intelligence and intellectual potential are not relied upon. Thus, youths with scores of less than 70 on standardized intelligence tests may still be considered for the program after a review of their school records, social history, and overall case write-up. The criteria related to emotional disturbance and physical handicaps are also interpreted flexibly. Their purpose is to screen out youths who would be unable to actively function in the program.

4.3 The Referral and Intake Process

The process of initiating referrals to PEC includes both informal and formal procedures. Since PEC's staff and administrators have established on-going relationships with Deputy Juvenile Officers and other officers of the court, preliminary discussion of a proposed referral is often informal--frequently in the course of a meeting or conversation about the progress of some other youth already enrolled in the program. This kind of discussion prior to initiation of formal referral procedures gives the Deputy Juvenile Officer a chance to determine whether room for another youth exists, to provide PEC's staff with a general background of the case, and to raise any issues of particular importance that may be related to the case.

The formal referral procedures begin when the agency initiating the referral forwards a completed PEC Application for Admission form (see Chart 4-B), and other available social and diagnostic information to PEC. Accompanying social and diagnostic materials commonly include a case write-up by the court including family background and a social history, a history of past offenses, school attendance and performance records, achievement test scores and the results of any medical examinations or psychological diagnosis performed at the direction of the court. These materials are not available in all cases, however, and PEC is forced to utilize whatever materials are available. (A complete case history of a youth enrolled in PEC is included as Appendix A; materials include admissions and other referral materials as well as samples of completed progress reports and other forms used

by PEC during the course of a student's enrollment.)

The secretary receives the material, records its receipt, opens a PEC file on the referred youth, and directs the file to the Director of Social Services and the principal (the Director of Educational Services) for their review and comments regarding potential eligibility, desire for additional information, or their recommendations.

If their review of the application for admissions and accompanying case materials indicate that a youth falls within PEC's eligibility guidelines, an interview or "Intake Staffing" is scheduled. "Intake Staffings" are usually scheduled within one work week of the receipt of a completed application for admission. PEC attempts to process applications and schedule "Staffings" as expeditiously as possible, since youths are often being kept in detention pending PEC's decision.

The "Intake Staffing" brings together the referring agent (usually a Deputy Juvenile Officer), the youth being referred, the parent or parents, the social service worker, and the principal. Everyone--except the youth and his parents--is responsible for reviewing all case materials prior to the "Staffing". The "Staffing" serves four purposes:

1. To provide PEC's administrators and staff, the parents, the youth, and the referring agency with the opportunity to make a preliminary determination about acceptance into the program or rejection;

2. To orient parents and the youth to PEC's program, the roles to be played by each party involved in the referral (PEC, the youth, his parents, and the referring agent), and PEC's procedures, rules, and expectations;

3. To gain a sense of the youth's understanding of the reasons for his referral to Providence and his interest in attending PEC; and,

4. To develop an initial educational and "treatment program" for the youth that is mutually agreed upon by all of the parties named above.

4.4 Diagnosis of Individual Education and Social Needs

If a youth is accepted in the Providence program, the principal assigns him to a specific class. That decision is based on a variety of factors, including:

- the age of the youth;
- the youth's level of functioning and past experiences as revealed in school records, records of the court and other informational sources;
- the potential match between the youth, the teacher, and other members of the classroom team.

The social service worker who participated in the "Staffing" consults with the principal on this decision. Based on impressions gained during the "Staffing", the social service worker also writes up an observational report to provide additional background information for the team of teachers, counselors, and other staff who will work with the youth in the classroom.

Once the youth is assigned to a classroom, the classroom team--teachers and a counselor--begins an on-going process of diagnosis and assessment. The diagnostic process has two purposes: to provide the classroom team with the detailed information needed to develop individualized "treatment plans"; and, to give the classroom team the opportunity to develop insights about each youth's learning styles, methods of relating, and modes of adjustment. In order to maximize this opportunity, each of the teachers is trained to administer and interpret the diagnostic instruments that PEC uses.

The instruments PEC utilizes to diagnose the needs of students include both standardized tests and inventories that have been adapted from other sources or specially developed by PEC's staff. The Iowa Test of Basic Skills in reading is administered to students at the beginning and end of each school year. PEC uses the Iowa Basic because it is the test used by the public schools in St. Louis. Thus students can get used to taking the test during their tenure at PEC and, if they return to public school when they "graduate" from PEC, their scores are standardized for purposes of grade placement. PEC also used to utilize the Wide Range Achievement Test (WRAT) but it was decided in mid-1973 that the diagnostic capabilities of the WRAT were too limited. As a result, PEC abandoned the WRAT and began using the Spache Diagnostic Reading Scale. The Spache is not only capable of assessing skill levels in *word recognition*, but in a range of other areas such as *reading comprehension, word analysis, word attack skills,* and *phonics* as well. To supplement the information on reading strengths and weaknesses obtained from the Spache, PEC's staff also utilizes the same Language Arts Inventory used by the St. Louis Board of Adult Education (see Appendix B, p. B2-B8). The Language Arts Inventory yields information about the student's abilities in utilizing various verb tenses correctly, proper use of

pronouns, adjectives and adverbs, punctuation, and other areas related to both written and oral communication. In the case of non-readers (those with no identifiable or measureable reading skills or abilities) the classroom teachers administer the Language Arts Inventory orally.

PEC also diagnoses the level of mathematical functioning of students. The mathematics inventory that is used was developed by PEC's staff. It focuses on assessing the student's knowledge and functional understanding of basic arithmetic operations--addition, subtraction, multiplication and division--with whole numbers, decimals and fractions (see Appendix B, pp. B9-B10).

The diagnostic process used by PEC--including review of case history materials, the use of objective tests, and the procedures that PEC has developed for administering the various instruments and interpreting results--yields information about:

- achievement levels in mathematics and reading that "locate" each student vis a vis other PEC students and in comparison to standardized grade level norms;
- the specific functional areas in mathematics and language arts where performance is inadequate;
- the particular kinds of problems that seem to block a student from more adequate performance;
- the "learning style" of the student and the types of instructional approaches or methods that are likely to prove to be most effective;
- the characteristic modes of behavior the student has displayed in the past in his family and community, in the public schools, in other institutional settings (if any), and the kinds of delinquent offenses he has committed in the past;
- the way in which he perceives himself and his peers, and the characteristics of his usual methods of relating to them;
- the extent to which the services of other agencies may be needed to meet the needs of the student or his family (e.g., welfare or employment related needs, or needs related to improved functioning in PEC such as hearing aids, eyeglasses, etc.).

Taken together, this information is used by PEC to develop overall social and educational objectives for each student. These objectives state what changes and improvements in functioning and performance would be needed--in an ideal case--for the student to be fully

capable of functioning in the community without supervision and without further violations of the law.

PEC's overall educational and social objectives are organized into five basic areas--each representing a "system" or "milieu" in which the youth functions. The five systems are:

1. The "Individual"--objectives in this area relate to self-image and self-assessment.

2. The "Peer Group"--objectives in this area focus both on the ability to relate to and the kinds of relationships formed with delinquent peers and on the content of such relationships.

3. The "Family"--objectives related to this area refer to relationships with other family members, especially parents, and to the ability to function within and productively contribute to the family.

4. The "Community"--objectives related to this area focus on the avoidance of further juvenile and adult offenses, stability in public school attendance and performance, or stability in employment.

5. The school or "Educational" system--objectives in this area relate to the student's performance at PEC including attendance, classroom behavior, and performance and achievement in subject areas (mathematics, reading, language arts, social studies, arts and crafts, shop, and science).

4.5 Development of Individual Treatment Plans

The Treatment Plan that is developed for each student is a major feature of PEC's approach. It is a prescription for action. The two general methods that PEC uses to achieve its ends are individualized educational instruction and counseling. An individual student's Treatment Plan lays out short-term goals related to his performance in each of the five treatment systems or areas defined above and the methods that PEC's staff proposes to use in achieving those goals. Each Treatment Plan is designed to cover a period of one month.

At the end of each month, each student's Treatment Plan is reviewed and re-assessed. The members of the classroom team--the teachers and the social service worker--have primary responsibility for assessing progress. They consult with specialists--the reading specialist or a tutor, for example--who have worked with the youth in question and with teachers of auxiliary subjects such as arts and crafts, physical education, or shop. Since December 1973, each youth

has been required to review and assess his progress on a monthly basis as well. This innovation was made not only to insure that the students have a clear understanding of what is expected of them, but to help give them a sense of success and accomplishment in those instances where they have made significant progress. The extent to which the "Treatment" goals have been achieved is evaluated and the effectiveness of the methods used with each student are assessed, and an updated Treatment Plan is developed for the next month. The updated plan may re-state the same--or some of the same--goals, if they have not been achieved. Or, it may set forth entirely new goals in those instances where the goals stated in past Treatment Plans have been adequately realized.

Each teacher and social service worker who works with a student is responsible for updating his Treatment Plan. If a substantial change in method or approach is proposed, that change has to be indicated as part of the updated Treatment Plan and justification provided. Finally, the Educational Director--the principal of PEC--and the Social Service Director review and approve all Treatment Plans each month. It should also be emphasized that Treatment Plans are "incremental". The approach that PEC's staff takes to developing Treatment Plans is based on the notion of a general hierarchy of skills where skills range from very simple and easy-to-master skills to complex skills that are difficult to grasp. Given the information about each student's level of achievement and functioning at the time of entry into PEC that is obtained from the diagnostic battery, the earliest Treatment Plans focus on the skill level just above the current level of mastery. Subsequent Treatment Plans that focus on more complex skills are based on demonstrated grasp of the simpler--or more fundamental--skills. Thus, for example, the skills associated with the multiplication of whole numbers would not be taught before the skills associated with simple addition of whole numbers were mastered by the student. Treatment Plans can also be "revised downward" as well if during the course of trying to develop a particular set of skills the classroom teacher discovers that the student's grasp of a simpler set of needed skills is non-functional.

Each student's Treatment Plan, then, is a flexible tool for PEC's administration and for the teachers and the social worker to use in planning the student's instructional and developmental program, for assessing progress, for identifying particular learning problems or areas of resistance, and for keeping the student aware of PEC's expectations, his own expectations, and his accomplishments in developing particular skills and achieving other short-term goals.

Examples of Treatment Plans for a one month period are included in the case study of a PEC youth included as Appendix A. (See pp. A2-A5.)

4.6 Coordinating Implementation of Treatment Plans

Effective implementation of each student's individual Treatment Plan requires careful coordination of both the Educational component and the Social Service component of PEC's program.

PEC's Educational Department is headed by PEC's principal or Educational Director, and staffed by classroom teachers, a curriculum specialist, a reading specialist, a physical education teacher, various industrial arts teachers, and volunteer tutors.

The Social Service Department is headed by the Director of the Social Service Department and staffed by social workers and a school counselor.

Coordination of the efforts of the staff of the two components is accomplished through:

- regular departmental meetings; and,
- bi-weekly meetings of "classroom teams".

4.6.1 Departmental Meetings

The staff of both the Educational Department and the Social Service Department meets regularly--usually on a weekly basis. Teachers and educational specialists meet with the principal and the assistant principal--who also serves as the curriculum specialist--to discuss their efforts, including their methods and instructional approaches, their utilization in the classroom and the distribution of duties, and their approaches to dealing with particular learning problems or behavior problems.

PEC's Social Service staff also meets weekly as a group to discuss their work. Each social worker reviews files with the other staff of the Department--including the school counselor--and they discuss proposed treatment approaches, particular difficulties, and the progress of the various students.

Each social worker also is responsible for maintaining a monthly "text recording" on each student. The "text record"--or case record--is a summary of every contact between the social worker or the school counselor and the student. Each student's monthly text record is reviewed by the Director of the Social Service Department as the basis for staff supervision and inputs to the bi-weekly team meetings where strategies for working with students are developed.

4.6.2 Classroom Team Meetings

The major unit for delivering services is the classroom. Each classroom is staffed by a "classroom team" composed of two (or more) teachers and a social worker. Their efforts are supported and supplemented by the various specialists on the staff; the curriculum specialist, the reading specialist and the school counselor.

Each "classroom team" holds a formally scheduled meeting every other week. At these meetings each student's progress is reviewed, Treatment Plans are informally updated and revised, and especially troublesome or difficult behavior problems are discussed. In those instances where the behavior of a particular student is scheduled for discussion, his Deputy Juvenile Officer and relevant staff of other agencies are invited to participate in the team meeting. PEC's principal and the Social Service Director or the school counselor also attend.

Classroom teams have a range of options available to them for dealing with behavior problems. For example, they may develop behavioral specific "consequences" such as requiring the student to sign a "contract" or admission of misbehavior, assigning the student to the "time-out room"--an empty room without any stimulus where the youth has to spend a specific number of days and agree to meet certain preconditions (behavioral modifications or scholastic accomplishments) before he can petition for re-entry to the classroom. (Copies of the "contract" forms used by one classroom team are included in Appendix C, pp. C23 and C24.) In other instances, the team may decide to make a particular student's behavior subject for discussion in a group counseling session or to have a "staffing" where the classroom team, the Deputy Juvenile Officer, the school counselor, PEC's principal, and the student's parents meet with him to discuss his behavior and various alternative responses.

If the emphasis in a particular team meeting is on curriculum or instructional methods rather than on students' behavior, the curriculum specialist or the reading specialist may participate in the team meeting. In other words, classroom team meetings are tailored to address particular concerns of the team by sharing information among team members and by bringing in other professionals who are playing a significant role in the student's life. In this way, PEC seeks to assure that all of those who are professionally involved with a student have the same information about him, understand what roles each can and should play in implementing the Treatment Plan, and have agreed on a common course of action.

In the next two sections of this handbook, the specific roles

and functions of the Educational component and the Social Service component are described in more detail.

4.7 PEC's Educational Component

Education is at the core of PEC's program. Education is conceived of as the primary "vehicle for resocialization" for the youths assigned to PEC by the Juvenile Court and PEC is basically a school offering an educational alternative to the public schools. However, unlike the public schools, PEC's educational program and approach is specifically designed for the "misfits"--youths who failed in public school, youths who were unable to gain a solid foundation of basic skills in the public schools and who were falling further behind their "age-mates" in terms of achievement and ability to perform academically. PEC's aim is to make up this deficit by helping its students develop the basic skills they need to be functional in the public schools and the classroom. As one of PEC's staff put it, "Our goal is to prepare the kids to re-enter the public schools, perform successfully there, and not get 'busted' again."

There are six features in PEC's program and approach that specifically contribute to PEC's ability to achieve its educational aims. They are:

- Small classes;
- A non-departmental approach;
- Ungraded classes;
- A non-traditional approach to curriculum development;
- An emphasis on development of fundamental skills; and,
- Individualized instruction.

4.7.1 Small Classes

Class size at PEC ranges around 12 students per class. The actual number may vary by one or two students on either side of the 12 student norm if that is necessary to obtain the appropriate age grouping or ability grouping for particular students. The original decision to try to maintain an average class size of 12 students was arbitrary. However, PEC's administrators and staff have come to feel that it is a fairly ideal size for their program--sufficiently large to allow for extensive interaction in class and counseling sessions and yet sufficiently small to allow the teachers to provide each student with a good deal of individual attention.

Effective class size is actually even smaller, however, since every class at PEC is staffed by at least two teachers. Thus, the student-to-teacher ratio in the classroom averages about six to one and the efforts of the classroom teachers are supplemented, as needed, by various specialists.

4.7.2 Non-departmental Approach

Classes at PEC are not--for the most part--departmentalized. That is, academic subjects are not generally taught by separate teachers in separate classrooms at particular periods of time. Almost all of the youths who are enrolled in PEC are functioning at elementary grade levels (sixth grade or less) at the time they enter PEC. The classroom teachers at PEC all have a background of training and experience in elementary education. They are all educational "generalists" who are qualified to teach a variety of subjects rather than "specialists" in one particular subject area. When a student is assigned to a particular class, he is expected to stay in that class for the entire school year and he is provided basic instruction in all of the academic subjects by the two teachers on the classroom team. This arrangement allows for a great deal of continuity and contact between students and teachers and presumably maximizes the possibility of a particular relationship between a teacher and a student having a positive impact on the student's learning, behavior, and attitudes.

In one of the five classrooms at PEC, however, a somewhat modified approach is being utilized. The experiment in "team teaching" as it is called by the teachers who initiated the idea, is staffed by four teachers who work with a double class--up to 24 students. The class meets in the same room throughout the day, but the students are flexibly grouped and re-grouped for basic instruction and individualized assistance throughout the day. Three of the four teachers on the team have specific subject area responsibility--one for arithmetic, one for reading, and one for language arts, and the fourth teacher works almost entirely with a small group of three students who need highly specialized intensive assistance. Continuity between students and teachers is maintained by the fact that they are all in the same classroom and in continuous contact with each other as well as by the fact that all four teachers do see themselves as one "team" and communication between the team members is immediate and continuous.

PEC's administration does not see these two approaches--the classroom team of "generalists" and the semi-departmentalized "team teaching" approach as being in either conflict or competition. Flexibility is not only tolerated, it is encouraged, and PEC's administration seems more concerned with discovering what "works" than with form.

4.7.3 Ungraded Classes

Classes at PEC are not organized by grade levels. There are no fifth grade, sixth grade or seventh grade classes. Each class may consist of students who are functioning at a variety of grade levels. In fact, most individual students in a particular classroom will perform at different grade levels in different subjects. That is, one student may have a 3.2 achievement level in mathematics and a 4.6 achievement level in reading and be doing sixth grade work in social studies.

By removing grade designations from classes, PEC feels that it has decreased the possibility of inappropriate judgements about the achievement levels a particular student "should" be functioning at and re-emphasized the notion that PEC takes each student as is and begins working with him at the level he is functioning at rather than at a level predetermined by an "artificial" grade designation.

The individual Treatment Plan takes the place of a grade designation in effect by basing expectations on actual performance levels rather than on standards for a particular grade. Thus, at PEC, each student is "only in competition with himself, not other students, and not arbitrary standards for his age or grade."

4.7.4 Non-traditional Curriculum Development

PEC's approach to curriculum development is non-traditional in terms of both process and content. In many school systems, curriculum development is often a "top down" process where an administrator or a curriculum committee sets educational goals for each grade level and establishes--at the very least--broad curriculum guidelines. And in some instances, curriculum specification goes even further--frequently to the point of setting forth lesson-by-lesson topical outlines and specifying the instructional materials to be used.

At PEC, curriculum is developed from the "bottom up". It begins at the classroom level and it is based on the needs of the individual student as those needs are identified by the teachers on the classroom team. Teachers set the instructional goals for each student in the updated Treatment Plan each month. The educational aspects of each Treatment Plan are reviewed by the principal--PEC's Educational Director--and by the assistant principal--who also serves as PEC's curriculum specialist.

If the classroom teacher wants advice about the methods that might be most appropriately used to accomplish the goals set forth in the Treatment Plan or wants information about particular materials

and instructional aids, the curriculum specialist is consulted. Teachers also "order" particular materials they need through the curriculum specialist who in turn purchases them, "borrows" them through a cooperative arrangement with the Educational Federation, a group of alternative schools in St. Louis, or helps the teacher to make or duplicate the materials.

On the other hand, the curriculum specialist is responsible for remaining up-to-date and aware of new books, and other materials and instructional aids and their potential applications. Thus, given the information contained in the Treatment Plan about instructional goals and general knowledge about each student's characteristic learning style and the particular teacher's strengths and weaknesses, the curriculum specialist may introduce the teacher to newly available materials or make recommendations about methods and materials that promise greater effectiveness than those proposed by the teacher in the student's Treatment Plan.

To facilitate this process, the curriculum specialist has set up a Curriculum Resource Center where teachers can get acquainted with and try out new materials. In addition, the curriculum specialist tries to spend extended periods in the various classrooms working directly with classroom teams in both their instructional efforts with the students and in their planning sessions and team meetings.

The curriculum materials used by PEC's teachers range from worksheet exercises and work books designed to provide practice in the use of a particular skill (such as punctuation, the use of capital letters, or subtraction of decimals, etc.) to more recently developed contemporary materials with strong appeal to kids (such as the Hip Reader series, or some of the Bank Street College materials), to materials based on the immediate interests and concerns of students. Teachers are encouraged to use materials that are relevant to those youths enrolled in PEC. For example, they are encouraged to use materials that show Black children and families or that are about cities and low income neighborhoods since that is the milieu in which most of PEC's students live. Or, when teachers set up "problems" for the students to solve, they are encouraged to formulate problems that are both realistic and of significant interest to the class.

One teacher, for instance, took the class to a used car lot. The class looked over the cars, discussed the various options, and chose a car. They then discussed price and payment terms with the salesman. After returning to PEC, they contacted a bank to compare interest charges and payment terms and discussed the reasons for the differences. They also contacted insurance companies about insurance

coverage and costs and compared the differences in rates between the city and the suburbs. And finally, they computed travel times and mileage costs for the car they had theoretically selected--a "luxury" car--and an economy car.

Thus, in this integrated lesson, the students were involved in a range of different mathematical operations (use of percentages, interest rates, use of decimals and fractions, etc.) as well as in getting information on topics that would ordinarily be classified as civics or social studies.

4.7.5 An Emphasis on Fundamental Skills

PEC's educational program is relatively broad. Students get instruction in or are exposed to a variety of subjects and experiences. In addition to subjects like language arts, arithmetic, social studies and science, students in PEC can also enroll in various shop courses (woodworking, elementary electronics, or arts and crafts), in physical education, or work on extracurricular projects like the un-censored student newspaper (*The Providence Star*) or seek election to the Student Council.

Each of these activities, in the view of PEC's administration, serves an important educational or social function and contributes to the students' development and resocialization. The physical education program, for example, has been increasingly used as a vehicle for improving the students' ability to cooperate with each other in team efforts as well as in building up the physical competence and self-confidence of the individual. The shop program, on the other hand, is designed to encourage the development of disciplined work habits and to provide students with immediate and tangible feedback in the form of their products on the amount and quality of the work they have done.

PEC's administration also indicated that, if resources permitted it, PEC's overall educational program would place a greater emphasis on vocational training courses and would include a driver education course, a choir, and a drama course as well.

However, despite the variety and range of programmatic offerings, reading, language arts, and arithmetic remain the heart of PEC's educational program and it is a central commitment of the program to develop functional ability in those three areas on the part of every student. Instruction in reading, language arts, and arithmetic is stressed in every class--on a daily basis--by the classroom team of teachers. Their efforts are focused on developing a firm grasp of

the fundamental skills in each area--the foundation skills that more complex skills are ultimately based upon.

PEC's reading specialist works with teachers in strengthening their teaching abilities in the field of reading, helps them develop remedial programs, and acts as a resource for the classroom teaching teams. In addition, the reading specialist heads up PEC's Reading Laboratory and a "staff" of twelve volunteers (six members of the Junior League and six Christian Brothers novices who are college freshmen). The Reading Laboratory is equipped with machines for use with audio-visual programmed instruction cassettes, a range of different non-programmed and manually used programmed reading aids, and reading games.

Upon referral by the classroom team, those students with the least developed reading skills in each class are scheduled for daily one-to-one remedial sessions in the Reading Laboratory. These sessions are generally one-half hour in length. To the extent possible, non-readers and students who are functioning at the first or second grade level in reading are scheduled for two sessions a day.

4.7.6 Individualized Instruction

Instruction in science, social studies, and other non-core subject areas is usually planned for an entire class, and the class is taught as a group. However, instruction in the core subjects--reading, language arts, and arithmetic--is highly individualized. That is, the approach that the teachers take to instruction in those areas is tailored in a variety of ways to meet the specific needs of each individual student and to be consonant with each student's style of learning and rate of development.

Individualization of instruction, as the term is used by PEC's staff, can take many forms. At the simplest level, the individualized approach is reflected in each student's Treatment Plan when the classroom team sets forth its particular instructional goals and specifies the particular type of material that will be covered in the month ahead and indicates the methods that will be used. However, in addition to the general prescription in the Treatment Plan, the classroom team considers other factors such as:

- The amount of time each day that the student needs to cover the subject matter proposed in the Treatment Plan, and the length of each session. (For example, the teacher needs to assess whether a particular student's attention span is sufficient to spend a one hour session in mathematics each day or whether two sessions of one half hour might be better).

- Whether additional attention from a tutor or one of the PEC staff specialists is desirable.
- How each student learns best. (For example, does the student learn abstractly or concretely--does he need examples, does he need to actually manipulate materials, or does he need analogies, etc.)
- Whether special materials are needed as instructional aids for a particular student or whether existing materials can be used.

These decisions are made during weekly meetings and planning sessions where the teachers assess the progress of each student in their class, make informal modifications to Treatment Plans, and discuss any problems or difficulties they may be encountering with each other, the curriculum specialist, or the principal. Key criteria that are considered in designing the individualized instructional approach that will be used with each student are whether a particular approach will: give the student a feeling of "success" and accomplishment; encourage the student to make a personal commitment to learning; and, show the student how to actually use the knowledge or skill he gains.

These three concerns--a concern with building a history of success experiences rather than continual failure, with getting students to accept responsibility for their own behavior and learning, and with insuring that skills are functional--seem to underlie PEC's overall approach to classroom instruction and to both the educational and social development of the youth in the program.

4.8 PEC's Social Service Component

The purpose of PEC's Social Service Department is to provide support for the educational program.

Each member of the staff of the Social Service Department is assigned to work with and be part of at least one classroom team, (one social worker works with two classroom teams). In this role, the social workers are responsible for establishing the social treatment goals that are included in each student's Treatment Plan, implementing actions designed to meed those goals, and evaluating and assessing each student's progress and development. Their functions in implementing Treatment Plans include:

- serving as a liaison with the students' families; and,

- maintaining contacts between PEC, the Juvenile Court, and other agencies that provide services needed by either the students or their families.

4.8.1 Group and Individual Counseling

Counseling is a regular part of PEC's program for all students. Group counseling is scheduled during one 45-60 minute period each week for each class of 12 students. Individual counseling sessions are generally only one half hour in length, but they also occur once a week. In keeping with PEC's emphasis on meeting individual needs, students who need more extensive counseling may be scheduled more frequently.

Group counseling sessions are usually led by the social worker, but other members of the classroom team--the teachers--attend the session and participate. The overall aims of group counseling are:

- to develop a more positive self-image on the part of the students;
- to develop new ways of relating to peers--particularly non-delinquent peers--and to parents and other adults;
- to develop a sense of responsibility on the part of students for their own behavior and actions;
- to develop an understanding on the part of the students that their problems are not unique;
- to develop peer group support for positive changes in self-image and behavior;
- to provide students with information about problems that commonly confront teenagers (e.g., drug abuse, venereal disease, etc.), or to help them develop skills in dealing with common "life situations" (e.g., applying for a job, meeting a girl, coming to class late, etc.).

The Director of PEC's Social Service Department establishes suggested topics for group counseling sessions for each class at PEC and arranges for outside materials--such as films--if necessary. Topics like drug abuse, venereal disease, Black history and other topics of general interest are generally determined in this manner. However, the particular content of group counseling sessions with each class is finally determined by the social worker and other members of the classroom team, and based on either the topics suggested by the Director of the Social Service Department or on current issues in the classroom--conflicts between students, conflicts with one of the

teachers, continuing lateness or truancy, or former problems in the public schools.

Social workers utilize a variety of techniques in conducting group counseling sessions including trips to relevant agencies or other places of interest, films, role playing, presentation, group problem solving, and use of a tape recorder to provide class members with feedback on their participation in group discussions.

Individual counseling is conducted by either the social worker on the classroom team or by the PEC school counselor--a particularly experienced member of the Social Service Department's staff, who provides specialist support for social workers as needed. The school counselor is usually assigned to work with those students who the classroom team feels need more intensive counseling, or consults with classroom teams on alternatives for particularly difficult youths. The school counselor regularly observes group participation by students in the classroom, and reviews each student's monthly self-evaluation and his family's evaluation of his behavior.

Individual counseling is primarily aimed at improving students' self-image, increasing self-awareness, and controlling behavior. The first individual counseling sessions after a youth is admitted to PEC are focused on discussing the reasons he is at PEC and his view of his past offenses, his performance in the public school he attended before entering PEC, and his relationships with family and peers. Thereafter, counseling is related to the student's classroom behavior and performance at PEC or to further encounters with law enforcement agencies or the court.

4.8.2 Liaison with Students' Families

The involvement of parents in the process of resocializing the youth in the program is an important part of PEC's approach. The social worker on each classroom team is primarily responsible for maintaining liaison with the family of each student in his class. Contact with parents usually comes about in three ways:

1. The social worker is responsible for aggressively following up on each absence. Classroom teachers immediately inform the social worker on their team every time one of the students is absent, and the social worker attempts to contact the parents by telephone to ascertain the reason for the absence. If the student is absent for a second day, the social worker follows up with a visit to the home. PEC does not make any distinction between "unexcused" or "unexplained" absences and those that would be considered justified by most public schools. Every

absence is not only followed up in order to determine the reason behind it, but the importance of regular attendance is stressed and parents are urged to encourage it.

2. PEC's social workers are required to make a home visit to meet with the parents of every student at least once each month. During these meetings the social workers give the parents feedback on their children's performance and accomplishments in PEC. By doing this, the social workers try to develop additional reinforcement from the parents for changes in behavior and successful performance in classroom work or shop projects. The social workers also discuss the youth's behavior at home and his family relationships and, where appropriate, offer parents counseling and suggestions on how to relate to and "handle" their children. Social workers try to schedule these meetings at times when the student is home as well in order to impress him with the fact that there is on-going contact between PEC and his parents or guardians. The equivalent of two days each week is set aside for this purpose.

3. In some cases, PEC's social workers help parents get services that they require to meet other needs that the family has. The social workers may assist by identifying appropriate agencies or resources, initiating referrals or acting as a liaison with the agencies, providing transportation, or accompanying the parent on initial visits to health, welfare, or other agencies serving the community.

4.8.3 Liaison with Agencies

PEC's school counselor is the staff member who is responsible for identifying agencies capable of providing auxiliary services needed by youths enrolled in or "graduating" from PEC and arranging for the coordination and delivery of such services.

In those instances where one of the students is arrested while he is enrolled at PEC, the Director of Social Services, the social worker on his classroom team, or the school counselor may also attend the court hearing with the youth. The court may request this kind of participation through the Deputy Juvenile Officer assigned to work with the youth or the parent may ask the school counselor to participate and present information to the court on the youth's performance at PEC. As noted earlier, information on contacts by social workers or other staff with families during home visits, contacts with agencies, or contacts with the court are shared with the other members of the classroom team during the bi-weekly team meetings.

4.9 PEC's Aftercare Component

The Aftercare Component is responsible for helping to assure that each student's transition from PEC back into the public schools or employment and the general community is successful.

The Aftercare Component is staffed by a Director--who is organizationally comparable to the principal and the Director of Social Services--and another staff member. To achieve the aims of the Aftercare Component, both members of the Aftercare staff work directly with students during and after the enrollment in PEC; with the public schools, employers, other agencies working with PEC's ex-students, and their parents. In addition, they provide important "feedback" that is useful in modifying and improving the content of PEC's program and its methods.

4.9.1 Support for the Youth in the Program

The staff of the Aftercare Component begins its work with students at the point when it becomes evident that a particular youth is approaching the point where he will "graduate" from PEC. Determination of when a student is ready to "graduate" from PEC is based on several factors. First, if the youth is going to re-enter the public school system at the high school level he must score at the fifth grade level on the Iowa Test of Basic Skills. If he is going to re-enter elementary school or seek employment, the same level of achievement is desireable, but not required.

Second, PEC's staff--including the student's classroom team, the principal and the Social Service Director or the school counselor--decide whether the youth is likely to be able to adjust to the public schools behaviorally, socially, and academically. This decision is based on the student's performance at PEC, particularly as documented in the social worker's "text" or case records and by the classroom team's records and impressions.

If a student "passes" the Iowa Test of Basic Skills and demonstrates sufficient academic competence to justify re-entry into public school, but the staff does not yet feel that the student is "ready" behaviorally, socially, or in terms of maturity and ability to cope, the student may be assigned to a special "honor" class. Individual and group counseling sessions with the honor class specifically focus on preparing students for release and entry into the public schools, a job, or various vocational training programs.

The transition out of PEC and back into the community involves assisting the students in developing realistic expectations about the

schools, other programs, or employment situations. The Aftercare staff--and the social workers--provide the students with information about what will be expected of them in public school in the way of common rules, regulations or procedures and classroom conditions and relationships, or about what behavior is appropriate for getting and keeping a job.

According to Aftercare staff, the major differences between PEC and the public schools and the major sources of difficulty in making the transition are the large numbers of students, the large class size, and the impersonality and formality in the public schools. To help overcome these problems, the Aftercare staff also takes a youth to the public school in his district and introduces him to relevant school officials--guidance counselors, the principal or assistant principals, and his probable home room teacher--so that they are familiar figures to him after he is enrolled in the public school. The student's program in the public school is discussed with them in his presence, their particular individual roles are explained to him, and he is helped in forming initial relationships with them. If it is possible to arrange, the youth is encouraged to attend the public school for several days on a "trial basis", to sit in and attend classes. His experiences and attitudes are then discussed with either the Aftercare staff or the social worker on the classroom team.

For those youths who will enter the job market after "graduation" from PEC, the Aftercare staff provides active assistance in developing and identifying potential jobs--particularly in the immediate community--and in linking youths with other job placement agencies and resources. They also may accompany the youth to employment interviews and tutor him on how to fill out applications and function during the interview.

When PEC's staff feels that a student is ready to "graduate", PEC's administration informs the Juvenile Court and requests court approval in those instances where enrollment in PEC is a condition of probation. The court may agree and exercise one of several options: the youth may be continued on probation or probation may be terminated either informally or by formal court order. The court might, although it never has, disapprove of PEC's recommendation and request continuing enrollment of the youth in PEC's program. The major safeguard against this type of conflict between PEC and the court is the on-going participation of the Deputy Juvenile Officer--an officer of the court--in the team meetings where the recommendation for "graduation" is initially formulated.

After a youth has formally "graduated", the Aftercare component

becomes the only link between the youth and PEC. This link is maintained for at least six months following. The Aftercare staff, however, feels that on-going contact with some of the "graduates" and support for their efforts to function in the public schools, on the job, or in the community, might profitably continue for as long as a year after they leave PEC.

During the period following "graduation", the Aftercare staff's emphasis shifts from preparing the youths for entering the job market or the public schools to actively helping them to perform adequately in those settings. The amount of support needed by the "graduates" varies considerably and the Aftercare staff has established a priority system that provides for a frequency of contact ranging from almost daily contact to infrequent contact--once a month or less. The Aftercare staff estimates that 20% to 25% of the "graduates" (or one out of every four or five) require regular and intensive contact, and staff energies are disproportionately committed to youths in this category.

Those youths requiring intensive follow-up are contacted at least several times each week, and Aftercare staff seeks them out in school, on the job, at home, on the street, or in neighborhood hang-outs, wherever they can find them. The Aftercare staff may track down youths when they are absent, go to their school or intercede in family problems and relationships. In several instances, Aftercare staff has arranged to wake youths up every morning and take them to school or to work both in order to assure that they get there and in order to try to establish new behavioral patterns.

The Aftercare staff stresses that support for PEC "graduates" during the transition period must be aggressive. It is not enough to suggest to a student that he go apply for a particular job, for instance. He may have to be accompanied, helped to complete the application, encouraged and assisted to get to work on time and maintain the job, and provided with counseling around relationships with his fellow workers and employer until the transition is solidified.

Much of the Aftercare staff's work is aimed at preventing "backsliding" (the recurrence of behavioral patterns, like truancy, that youths had before they entered PEC) and at keeping youths from taking the "easy way out" when they encounter ambiguity or frustration. For example, the Aftercare staff found that many "graduates" from PEC simply left school for the day if they didn't understand some procedure in the school--like how to register for classes--or if they were confronted with bureaucratic requirements that seemed senseless to them.

The Aftercare staff may also be involved if a youth is arrested for another offense after leaving PEC. If they are invited to participate in the case--by the parent, the Juvenile Officer, the judge or a juvenile referee--they attend the hearing and may, at the discretion of the judge, help to investigate alternative program possibilities and provide the court with information about the youth and his family, which the judge can use in making a dispositional decision.

All contacts between Aftercare staff and PEC "graduates" are recorded on a chronological basis similar to the text or case records maintained by the social workers on the classroom teams. (An excerpt from an Aftercare case is included in Appendix D.) Aftercare staff and PEC administrators review these files every two to three months to assess progress and formulate future "treatment strategies" and methods.

4.9.2 Providing Feedback to Modify PEC's Program

The results of PEC's efforts are ultimately judged, of course, by the ability of the youths who "graduate" from the program to function competently in the community without committing further offenses. The Aftercare staff is, therefore, in the best position to gain very practical insights about what strengths and weaknesses PEC's graduates display in adjusting to the public schools, vocational training programs, or particular jobs.

These insights have formed the basis of feedback to the Educational and Social Service components of PEC in the form of recommendations for modifying program content, procedures, or methods. Major inputs have been made to the content of group counseling sessions. The Aftercare staff, for example, was able, on the basis of its experience with PEC's first "graduating class", to recommend that the group counseling program specifically include information about procedures in the various high schools, rules and regulations, and the difficulty of functioning in a large school and large classes; and have an opportunity to role play and develop ways of coping.

It was also on the basis of feedback from the Aftercare staff that PEC's administration indicated an interest in expanding and extending the vocational training aspects of the program and in providing not only job development and placement services but on-the-job supervision for the duration of the transition period following graduation from PEC.

CHAPTER 5: PROGRAM ORGANIZATION & ADMINISTRATION

The purpose of this Chapter is to provide the reader with information about PEC's organizational structure and approach to administering and managing the program. The topics discussed include: the way PEC's sponsoring organization is structured and the functions the sponsoring organization performs; PEC's approach to staff recruitment, selection and assignment; staff training and development; and, program coordination and administrative philosophy.

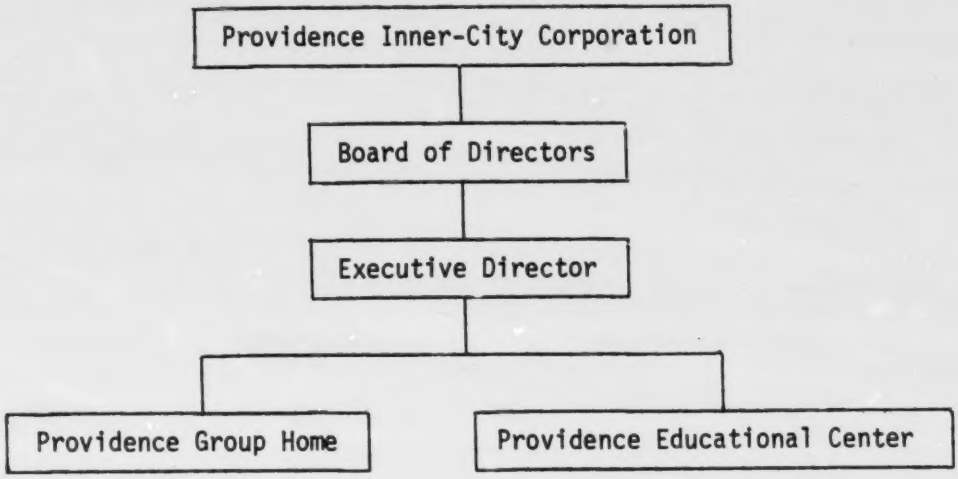
The organization and administration of PEC involves the overall planning of the program, development of operational procedures, staffing and coordinating the use of staff, maintaining and operating the facility, raising and allocating funds and other resources, and structuring and maintaining effective relationships with the larger community. The parties responsible for carrying out these functions include the Board of Directors, the Executive Director and his immediate support staff, and the administrators who head up each of the programmatic components.

5.1 The Organization and Functions of the Sponsor

The sponsoring organization for PEC is the Providence Inner-City Corporation, a private, non-profit corporation. The Board of the Providence Inner-City Corporation is the policy-setting body for PEC. It is a ten member group comprised of selected representatives drawn from both the "local" and city-wide business communities, elected officials, and people actively involved in the city's civic leadership and institutional voluntarism. The Executive Director of PEC is an ex officio member of the Board, serves on all of the Board's standing committees, and is responsible for the administrative enactment and implementation of those policies established by the Board. Chart 5-A depicts the structural relationship of the Providence Inner-City Corporation, the Board of Directors, the Executive Director, Providence Group Home, and Providence Educational Center.

CHART 5-A

Structure of the Providence Inner-City Corporation



In addition to establishing policies for the Group Home and PEC, the Board of Directors has two other functions: they are responsible for raising funds and obtaining the other resources needed by the program; and they are responsible for developing and maintaining productive relations with the larger community.

In 1966, when the forerunner of the Providence program began, funds were contributed by several private individuals, church groups, an anti-poverty agency, and a local business. In 1968, the Providence Inner-City Corporation was formed and the Board of Directors made a major commitment of time and effort to raising funds and securing other resources. Some funds were obtained from foundations, individuals, businesses, and civic and religious groups. The Catholic Archdiocese also made a major contribution by allowing the program to use the building that formerly housed Providence High School--a parochial institution. Many of the staff at that time were members of the Christian Brothers Order. Some served as full-time volunteers or worked for minimal salaries.

When the Providence Inner-City Corporation received its first

federal grant in 1972, the program was five thousand dollars ($5,000) in debt. The first federal grant to Providence was for forty thousand dollars ($40,000). It was part of the Community Cooperative Project administered by the St. Louis Juvenile Court. Shortly thereafter, Providence received an Impact Grant of one hundred fifty thousand dollars ($150,000) of LEAA funds to expand the number of youths accepted as referrals from the court. In carrying out work under this grant and a subsequent Impact Grant of over three hundred fifteen thousand dollars ($315,993), the Providence Inner-City Corporation has been a sub-contractor or sub-grantee of the St. Louis Juvenile Court. A copy of the contract with the court is included as Appendix E.

Since receiving federal funds the fund-raising responsibilities of the Board of Directors have been focused on raising the 25% "match" or "local share" required as a condition of the federal grants. In the case of Providence, the local share has included the value of the facility, the value of various services, and the cost of miscellaneous goods as well as cash. (A detailed analysis of the program's budget--including an analysis of the cash and "in-kind" aspects of the local share--is presented in Chapter 7.)

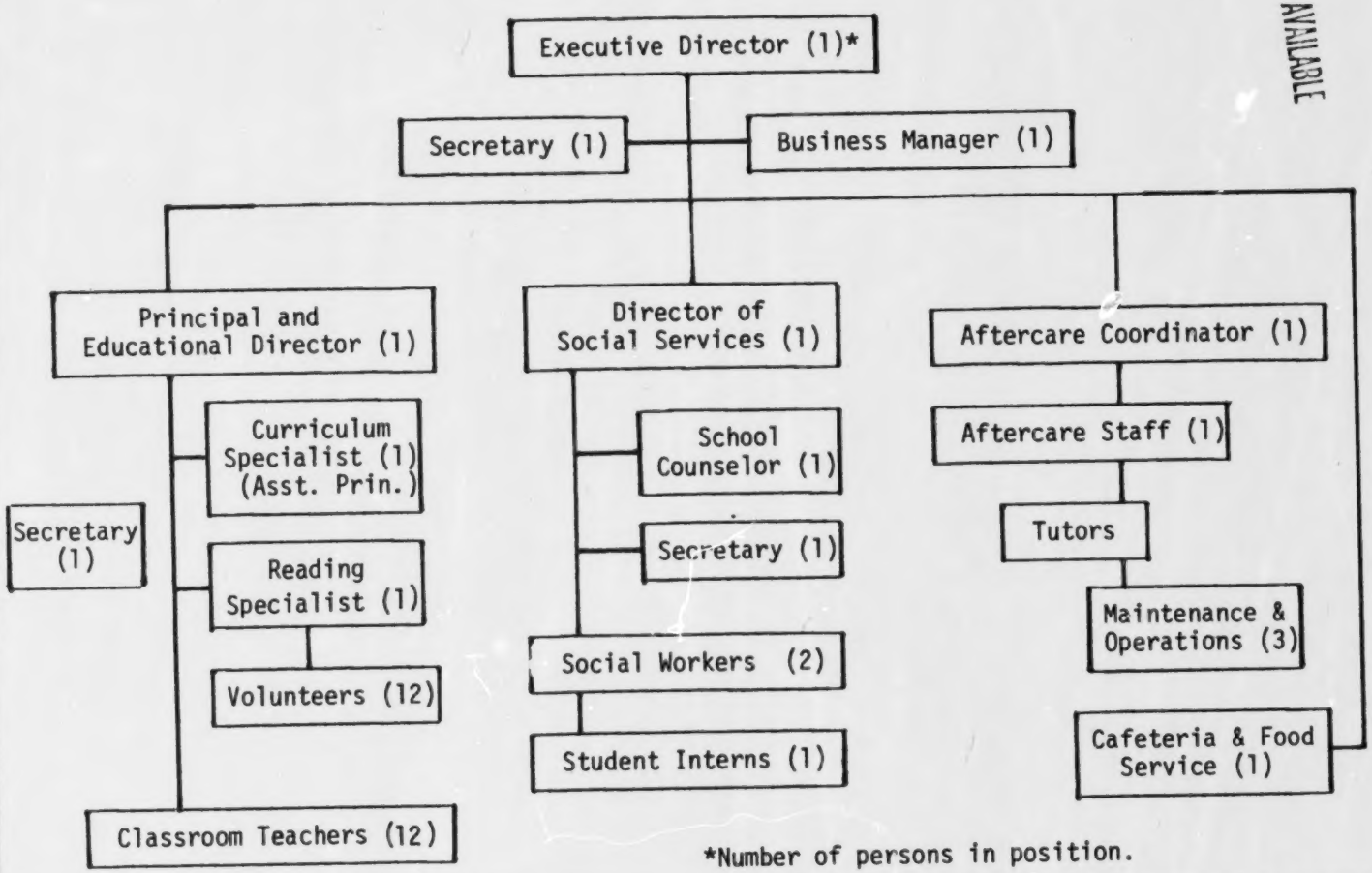
The ability of Providence's Board of Directors to develop and maintain active and productive relationships with various institutions, organizations, and individuals in the larger community has proved to be an important asset to the program. The productivity of Providence's relationships with the Archdiocese, with the Juvenile Court, and with the Christian Brothers Order, for example, have been extremely important in securing the program's funding base and much of the early staff, as well as the initiative for the program, and the facility. The contribution of a number of services, program materials, scholarship funds for PEC students to attend non-public schools, and the very positive treatment Providence receives from the media also attest to the influence of Providence's Board of Directors.

5.2 The Recruitment, Selection, Assignment & Evaluation of Staff

As depicted in Chart 5-A, the Executive Director of the Providence Inner-City Corporation is responsible for the operations of both the Providence Group Home and the Providence Educational Center (PEC). Those staff members assigned to PEC are organized into several functional groupings: the Executive Director and his administrative support team; the staff responsible for maintenance and operations of the facility and food service; and the three separate programmatic departments--Education, Social Services, and Aftercare. As noted earlier, each program department is headed by a Director or Coordinator. Chart 5-B depicts the overall organization of PEC's staff.

CHART 5-B

Organization of PEC's Staff



*Number of persons in position.

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5.2.1 Staff Titles and Duties

Detailed job descriptions for each position on PEC's staff are included in Appendix F. In this section, however, summary descriptions are provided and the functional relationships between the various staff positions are described.

The Executive Director is the chief administrative officer for PEC and has overall responsibility for implementing all policies formulated by the Board of Directors, planning and implementing the agency's development and programmatic activities, fund raising, budget and financial planning, and coordinating all public relations and community relations activities. The Executive Director is also responsible for staff hiring and for acting as liaison between the staff and the Board of Directors.

The Business Manager reports directly to the Executive Director and provides administrative support. The Business Manager is responsible for carrying out the agency's fiscal policies, maintaining financial records, managing the agency's financial affairs, administering all procedures related to the flow of funds into and out of the agency, and for providing assistance to the Executive Director in supervising maintenance, custodial, and food service staff.

Three other staff members with administrative and supervisory responsibility also report directly to the Executive Director: the Director of Education (PEC's principal); the Director of Social Services; and the Aftercare Coordinator. The Executive Director is responsible for coordinating their efforts.

The Director of Education has overall responsibility for the instructional program--for organizing, scheduling, and supervising all educational activities and for supporting and supervising all members of the teaching staff. The Director of Education reviews all applicants for teaching positions and consults with the Executive Director in faculty hiring and firing. The Director of Education is responsible for aiding the professional growth of the teaching staff and for evaluating teachers' performance.

The Director of Education also interviews and participates in the selection of all prospective students referred by the court, works with staff in determining when students are ready to "graduate" from PEC, and works directly with the staff in dealing with behavior problems and formulating effective disciplinary measures.

The Director of Social Services has responsibility for overall planning and implementation of the social services program. This

includes participation--with the Director of Education--in the coordination of the educational and social treatment facets of PEC's program and management and supervision of the Social Service Component. The Director of Social Services is also responsible for reviewing and recommending the hiring and firing of the social work staff, supervising their efforts and helping them to improve and develop their professional skills, and evaluating their work.

The Director of Social Services--or his delegated representative--also participates in student selection proceedings and in assessing readiness for "graduation" from Providence.

The Aftercare Coordinator or Director is responsible for administration and coordination of all activities designed to assist students in making an effective transition to the public schools, vocational training, or employment. This effort involves establishment and maintenance of direct contact with school officials, with public and private agencies, and with the Juvenile Court. In addition, the Coordinator also has an active caseload and works directly with youths in the aftercare program.

The staff of PEC's educational component is responsible to the Director of Education. The educational staff consists of the assistant principal of PEC who also serves as the curriculum specialist, the reading specialist, the classroom teachers, and the volunteers who work in PEC's reading laboratory. All of the paid members of the educational staff are full-time. Volunteers work from three to ten hours each week.

The curriculum specialist and assistant principal has duties related to both titles. The assistant principal role involves assisting and advising the Director of Education in hiring and evaluation of the instructional staff and in planning and implementation of the total educational program. The role of curriculum specialist involves the identification and development of educational resources and curriculum and instructional materials appropriate for use with the students enrolled in PEC and the provision of assistance to classroom teachers in properly using such materials. The curriculum specialist also supervises the staff library and the educational resource center and coordinates all purchases of educational materials.

The reading specialist has primary responsibility for the development of the remedial reading program and supervision of the reading laboratory. These functions involve diagnosis of reading difficulties, the provision of direct assistance in reading to selected students, the development of reading treatment plans for all students requiring

remediation, assistance to teachers in planning and implementing reading improvement activities, and supervision of volunteer staff in the reading lab.

Classroom teachers are the "front line" of the instructional staff. Each classroom teacher works with at least one other teacher as part of a team. The team shares responsibility for planning individualized educational programs for each student and for carrying out the educational program in the classroom. The team (including the social worker) is also responsible for dealing with behavior problems and for initiating referrals to the principal or assistant principal, the school counselor, the reading specialist, or--in conjunction with the student's Deputy Juvenile Officer--to other community agencies. The other teachers on PEC's staff include shop teachers, an arts and crafts teacher, and a physical education instructor. They are responsible for planning and carrying out curriculum in these areas.

PEC's social services staff is administratively responsible to the Director of Social Services. The social services staff consists of the social workers and the school counselor. All are full-time employees.

Each social worker is assigned to work with at least one classroom team and to provide individual and group counseling to the students in the class, and work with the teachers in dealing with behavior problems. In addition, social workers are responsible for maintaining monthly contact with each student's parents, and for serving as liaison with the court and other agencies.

The school counselor is responsible for PEC's psychological services program. Students with special needs or problems that the classroom team can't deal with are referred to the school counselor for assistance. The school counselor is also responsible for reviewing each student's individual treatment program each month and each student's monthly self-evaluation of progress. The counselor provides advice and consultation to the teachers based on this review.

PEC's Aftercare staff consists of an aftercare worker and volunteer tutors. The aftercare worker is responsible to the Aftercare Coordinator and shares the same duties in terms of serving as a liaison with the schools, vocational programs, public and private agencies and employers. The aftercare worker is a full-time member of PEC's staff.

The tutors are volunteers drawn from local universities. They

are assigned to work with students on a one-to-one basis and help to assure a successful transition back into the public schools.

PEC's maintenance and custodial staff are functionally responsible to the Business Manager. Their duties include responsibility for all clean-up and for all repairs and maintenance of the building such as carpentry, plumbing, electrical, and structural repairs.

Food service staff is also administratively responsible to the Business Manager. Their duties include the preparation and service of breakfast and lunch for the students.

5.2.2 Staff Recruitment

When the Providence program first began, it was staffed on a voluntary part-time basis by one of the Catholic Brothers who taught at Providence High School. Subsequently, the Christian Brothers Order was a major resource for staff for Providence. Other staff members, particularly those involved in maintenance and operations, were initially recruited from the neighborhood around the Providence facility. Some of the staff members from these sources are still at Providence, and the Christian Brothers Order is still an important source of both paid and volunteer staff.

However, as the educational and treatment orientation of the program has evolved, and as the program has shifted in the direction of serving youth referred by the court, the sources from which the staff is drawn have also changed. Almost all of PEC's present leading staff has had experience in the public schools and several members of the social work staff came to PEC after working on the staff of the Juvenile Court.

5.2.3 Staff Selection Criteria

Although the Providence Inner-City Corporation was incorporated in 1968, the Board of Directors did not employ an Executive Director until November 1972. At that time, Providence's first federal grants had been in effect for several months. PEC was under contract to serve 75 youths referred by the court and staff was employed. The Board of Directors was facing several serious problems--the physical condition of a second Group Home was substandard, the staff was weak, supervision of the staff was limited, and the corporation was faced with responsibility for administering a substantial federal grant. To meet the needs of the Providence program at that time, the Board of Directors had to find an Executive Director with the following characteristics:

- the ability to gain credibility in the view of the Juvenile Court and other criminal justice agencies, other community organizations and agencies, and the leadership of the larger community;
- the ability to provide strong executive and administrative leadership to the program and to the staff;
- the ability to gain the confidence and respect of the staff.

The candidate for the position that the Board of Directors finally selected offered a unique mixture of pertinent personal characteristics, training and professional experiences. He had a background in both education and social work: his undergraduate degree was in education and his graduate degree was in social work. In addition, he had taught for one year at the high school level, served as a Deputy Juvenile Officer in the St. Louis Juvenile Court for three years, and for another three years he was the Supervisor of the Juvenile Court's Diagnostic and Treatment Center.

Following his appointment, the Executive Director--as the chief administrative officer of the corporation--became responsible for hiring and firing staff. The Board of Directors was eager to strengthen the staff at that point, and within six months after he started work, the Executive Director was charged with replacing virtually the entire teaching staff of PEC. In determining which staff to keep on and who to hire, the Executive Director applied several criteria:

- First, applicants' qualifications and experience in the field of elementary education were considered. It had become clear to PEC's administrators that if the program were to view its clients as youth with "learning problems" rather than as "emotionally disturbed" youth, the staff needed to be "educationally oriented" rather than "therapy oriented." And, since youths admitted to PEC were functioning at sub-high school achievement levels, it seemed that elementary teaching backgrounds would be most directly relevant to the needs and abilities of the students.
- Second, the "maturity" of the applicants was assessed. In assessing "maturity," PEC's administrative staff looked for applicants able to be patient, to tolerate frustration, to deal with problems verbally rather than physically, and to serve as an adequate and positive model of adult behavior for the youth in the program.
- Third, the extent to which applicants had relevant vocations or experiences was considered. In this regard, PEC's administrators

looked for applicants who had worked with youths similar to those enrolled in PEC in the past; who understood or were capable of understanding and communicating with the youths in "street language," and who were "street smart" and able to resist being "conned" or "drawn into the games the kids play" and misled or manipulated.

- Fourth, the motivation and the commitment of applicants to the program's goals was assessed. PEC's administrators looked for applicants who would expect learning to occur, who would view students as able to learn and able to make successful adjustments. They also looked for staff with a lot of energy, an ability to generate ideas, and a commitment to be actively involved in operating the program and recommending improvements.
- Fifth, the ethnic background and gender of applicants was also considered. Because PEC's service population is predominantly Black and low income, and since so many of the youths in the program live in single parent female headed households, PEC's administrators consciously sought to include a number of Black males on the staff in both teaching and social work positions.

In considering applicants to positions on the social service staff, PEC's administration viewed training in social work, experience with community agencies, experience on the staff of the Juvenile Court, and knowledge of and familiarity with the resources available through other agencies as important factors.

5.2.4 Staff Characteristics

PEC's core professional staff of administrators, management personnel, teachers and educational specialists, and social workers consists of twenty-six people. Half are men and half are women. Eight of them are under 25 years of age, fourteen are between 25 and 35 years old, and four are over 35 years of age. Fifteen members of the core professional staff are Black and eleven are white.

In terms of educational backgrounds, ten of the staff have a Bachelor's Degree in education and six have undergraduate degrees in sociology. Other staff members have undergraduate degrees in subjects like economics, English, mathematics, recreation, and business management. In addition, three of PEC's staff have Masters of Arts Degrees in education, three have graduate level degrees in counseling or social work, and two others have Masters Degrees in other subjects. One staff member has a Ph.D. Degree.

The staff members' previous experience includes thirteen people

with teaching experience at the elementary level, eight with high school teaching experience, three who worked with the Juvenile Court, and five who worked for various community agencies.[4]

5.2.5 Staff Assignment

Classroom teams are carefully "constructed" by PEC's administration. In deciding which teachers or social workers to assign to a particular classroom team, PEC's administrators consider the characteristics of the youths in the class and their needs, the relative experience and capability of each member of the team, the personal and methodological strengths and weaknesses of each team member, and each member's "style" of relating to youths in the program.

In each instance, an effort is made to create "balance" on the team and to use each member's strengths to supplement each other's capabilities or to match a particular staff member's strengths to special needs of the youth in a specific classroom. Thus, for example, a class consisting of 12 to 13 year old students might be assigned a teacher who has in the past demonstrated success in working with younger students; or a teacher who is skilled in leading role playing sessions might be assigned to a classroom where the students seem to be able to utilize this type of learning opportunity to particularly good effect.

Most important, PEC's approach to assignment of teachers and social workers is flexible. As noted in an earlier section, one classroom is distinguished from the others by the fact that it has a classroom team comprised of four teachers and a social worker instead of the more usual pattern of two teachers and social worker. In addition, PEC's administration can re-assign staff if and when that seems desirable or necessary to strengthen any particular team or to better utilize staff.

5.2.6 Staff Performance Evaluations

All staff members of PEC are evaluated. There are two types of formal staff evaluation: first, an evaluation at the end of a new staff member's probationary period; and second, regular and

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[4]Some staff members have had prior experience at both the elementary and high school level, in a public school and the Juvenile Court, or in both schools and community agencies.

continuing evaluations for permanent staff.

All new employees are initially hired on a probationary basis. All educational staff are on probation for the first full school semester of employment. All other staff members are on probation the first six months of employment.

At the end of that period, the supervisor in charge of the particular employee's work is responsible for formulating the evaluation. Employees who receive an unsatisfactory evaluation at the end of the probationary period are terminated if the line supervisors and the Executive Director support the immediate supervisor's opinions. Employees who receive an acceptable evaluation become permanent employees at the end of the probationary period.

Permanent employees are evaluated, in writing, twice annually. These written evaluations are formulated by the employee's immediate supervisor. Each employee has the opportunity to review his or her supervisor's evaluation, and is then required to sign the evaluation. All written evaluations are then submitted to the Executive Director.

Special evaluations may be initiated when prior poor performance of a permanent employee has resulted in his or her being placed on probation. Probationary periods may extend for as long as 90 days. An evaluation is required before the employee is either removed from probationary status or terminated.

All evaluations are based on the employee's performance and the primary evaluator of an employee's performance is his or her immediate supervisor.

5.3 Staff Training and Development

PEC has utilized four devices for training staff and for furthering the development of the staff's professional skills and abilities:

- A Planning Workshop;
- Weekly "Short Day" Training and Orientation Sessions;
- Departmental Meetings and Team Meetings; and,
- Technical Assistance in the Classroom.

5.3.1 The Planning Workshop

PEC has had two major Planning Workshops for administrators and staff. The first such workshop was in the summer of 1972 shortly after the first federal grant was received.

The program, at that point, was untested. PEC was about to admit more youths than it had ever served before and it was about to provide services that it had not provided before in either the same way or under the same conditions. A newly expanded, hastily recruited, and untried staff was about to begin work. And the youths entering the program as referrals from the court were an unknown quantity.

In this context, the major aim of the workshop was to introduce staff to each other and to the youths in the program in a setting that would force them to work together cooperatively and intensively. To achieve this end, the workshop was in the form of a camping trip to an Outward Bound camp. Staff and students participated--over a week long period--in a modified, but still rigorous, program.

The second Planning Workshop for PEC's staff and administrators was held in January 1973. It was also scheduled for an entire week. However, its purposes differed radically from the earlier workshop. By January 1973, PEC's staff was experiencing extreme problems in their classrooms. A substantial number of students were acting out and disrupting the classroom, learning behavior on the part of the students was minimal, and conditions--according to staff who were there at the time--were chaotic.

The second Planning Workshop, then, was aimed at trying to develop methods for dealing with the problems that staff was encountering. The workshop consisted of training in the theory and use of "behavior modification" as an approach to controlling disruptive classroom behavior and changing the ways in which students related to each other, the PEC staff, their families, and the community-at-large. PEC engaged the services of a consultant to design the training program and to lead the training sessions.

In both instances, the workshops were designed to address specific needs at times when the program was experiencing a major crisis.

5.3.2 The "Short Day"

In-service training and orientation sessions for PEC's staff of teachers, social workers, and administrators are held every Friday

afternoon. School is dismissed early to accommodate the sessions and attendance by the staff is mandatory. The assistant principal of PEC (who serves also as the curriculum specialist) is responsible for planning in-service training. The content of the sessions varies widely from actual training in use of new curriculum materials or training in a particular skill (e.g., case recording methods or how to teach multiplication of fractions) to orientation to new administrative policies or the provision of information about community resources and programs.

The focus in these regularly scheduled school-wide sessions is on the problems, concerns and needs of the staff--rather than on the needs of the students.

5.3.3 Departmental Meetings and Team Meetings

These meetings have been described earlier in terms of how they relate to program planning and implementation. The major focus of both the weekly meetings of the Education Department and the Social Service Department and the bi-weekly team meetings are clearly programmatic and primarily concerned with the progress of individual students. However, staff training and development often occurs either as a by-product of those meetings, or as the result of the particular training needs of a classroom team as they relate to their current instructional efforts or to their counseling.

5.3.4 Technical Assistance in the Classroom

This type of training and staff development is informal and occurs either when the school counselor, the curriculum specialist, or the reading specialist consults with members of a classroom team about a particular student or about counseling and teaching methods, or when one of the specialists actually visits the classroom to work directly with the students. This type of training is obviously not regular and not planned. It usually occurs on an "as needed" basis and can be initiated by a request from a classroom team or by the suggestion of one of the specialists. If, in the opinion of the specialist, a particular training need is not limited to one classroom, it may be incorporated as a topic for general staff training during one of the Friday afternoon in-service training sessions.

5.4 Administrative Philosophy

PEC has an "open" administrative structure and approach. That is, all staff members have access to all administrators and all staff

members are both invited to and encouraged to participate in decision-making by expressing opinions, recommending programmatic modifications, and suggesting new or different ways of dealing with problems. As a result, when the exemplary program documentation was undertaken in mid-1974, the PEC staff's morale was exceptionally high. Most members of the staff were also knowledgeable about PEC's goals and objectives and shared a commitment to the program and its efforts.

PEC seems to maintain and encourage this type of "openness" in several ways:

- All staff members and administrators are known by their first names to other staff and--for the most part--to the students;
- Staff is continually provided relevant information by administrators--communication is good;
- Administrators are accessible on an immediate, informal basis. They don't have formal office hours and they spend a great deal of their time outside of their offices and in the classroom or hallways of the buildings;
- They are frequently involved in cooperative work efforts with staff--either in regularly scheduled departmental meetings and team meetings, or on special projects;
- Administrators provide staff with positive as well as negative feedback about performance, and feedback is provided in a supportive manner, according to staff. In addition to formal evaluations, administrators often provide feedback on a more immediate short-term basis geared to the performance of staff in particular instances;
- Administrators stay abreast of and informed about the staff's work so that discussions with staff can be detailed and knowledgeable;
- Administrators consciously follow up on implementing staff recommendations or provide staff with the opportunity to put their suggestions into effect. For example, the "team teaching" approach (using four teachers in one of the classrooms) was a staff recommendation, as was the idea for the entire Aftercare Component;
- Administrators encourage staff to utilize the full range of skills that they have and make it possible for them to do so by structuring opportunities and by not narrowly defining peoples' roles and competencies. For example, one of the maintenance staff who has a background in electrical engineering also teaches a shop class in electronics.

However, although the structure and process of administration is "open," administrative control and accountability also seem to be adequate. This is primarily accomplished through the functional delegation of authority and responsibility, through careful definition of each staff member's duties, through the establishment of sound administrative procedures (purchasing procedures, record keeping procedures, fiscal and accounting procedures, etc.), and the establishment and dissemination of clear policies (personnel policies, grievance procedures, etc.).

CHAPTER 6: PEC'S FACILITY, PLANT & EQUIPMENT

In this Chapter, PEC's physical plant is described. Essential features of the plant are identified as are the relationships between the distribution of space and various activities. Special equipment required by PEC's program is also described.

6.1 Facility and Plant

PEC is located in north St. Louis in a predominantly Black, low-income residential neighborhood. The building is on one of the area's main streets and buses from several different routes stop in front of PEC.

The facility formerly housed a Catholic high school for boys, and was built to serve that purpose in the 1930's or 40's. PEC acquired use of the building in 1970, after the Catholic Diocese in St. Louis decided to close the school due to decreasing enrollment and increasing costs.

The building consists of three stories and a basement. The grounds include a parking area for staff automobiles and an outdoor play area.

The basement houses a carpentry shop, an arts and crafts workshop, an electronics shop, a student lounge, a lunchroom-cafeteria, and a kitchen. Maintenance, custodial repair shops, and storage areas are also located in the facility's basement.

The lunchroom-cafeteria serves two meals per day to PEC students. It is a large room capable of seating the entire student body at one sitting. The kitchen adjoins the lunchroom-cafeteria.

The student lounge is near the lunchroom. It was furnished and decorated by the students. It is equipped with a pool table and other table games.

The first floor of PEC's building is largely occupied by a full-sized gymnasium, bathrooms, and a shower room. The gymnasium was designed to serve as an auditorium as well. It contains a stage. It is also equipped for basketball, tennis, volleyball and other

"floor sports".

PEC's second floor houses the program's administrative offices. The third floor is devoted to classrooms, the reading laboratory, and the curriculum resource center. Classrooms are equipped with blackboards and moveable chairs and writing tables. The emphasis in the classrooms is on informality and flexibility and all equipment is selected to allow for flexible grouping and re-grouping of seating arrangements for different classroom activities.

The reading lab is also on the third floor near the classrooms as is the curriculum resource center. The reading lab's location allows for easy access by the students to the reading lab for individual instruction and remediation. The curriculum center's location also provides for regular contact between teachers and the curriculum specialist. The curriculum center has an "open door" policy that is designed to encourage visits by the teachers to the center.

The "time-out" room, used as a disciplinary aid, is also located near the classrooms on the third floor. It is a bare room without windows or furniture. It is designed to provide as few sensory stimuli as possible.

6.2 Equipment

In general, PEC is well equipped. The shops are furnished with appropriate tools, machinery and supplies. Additional special equipment available as resources to the staff of PEC include:

- --machines for delivering individualized programmed instruction in reading and language arts;
- --other instructional and curriculum resource materials and supplies for language arts, social studies, arithmetic and science;
- --projectors, tape recorders and other audio-visual equipment.

PEC also has two vehicles that are used for class trips and other programmatic purposes.

CHAPTER 7: PROGRAM COSTS AND BUDGET

In this Chapter PEC's budget is analyzed. Cost standards and cost comparisons with other programs are discussed.

7.1 Budget Overview

PEC's budget for the one year grand period from March 15, 1973 to March 14, 1974 called for a total of $421,969. Of this total, $315,993 or 74.9% was in the form of a federal grant from the Law Enforcement Assistance Administration of the U.S. Department of Justice. The remaining $105,976 or 25.1% was a "local share" contribution; $20,050 or 4.7% of the total budget was in the form of cash. The balance of the "local share", $85,926 or 20.4% of the budget was the value assigned to "in-kind" contributions by PEC.

PEC's budget was allocated to five general categories. Those categories conform to those "cost categories" used on federal budgetary forms: Personnel, Consultants and Contract Services, Travel, Supplies and Operating Expenses, and Equipment. Chart 7.1-A summarizes the allocation of funds to each of these categories.

CHART 7.1-A

Budget

	Federal	%	Cash-Local Share	%		%	Total	%
Personnel	$274,789.00	89.2	$8,454.00	2.7	$24,738.00	8.0	$307,681.00	72.9
Consultant	7,680.00	17.8	4,316.00	10.0	31,390.00	72.9	43,086.00	10.2
Travel	1,350.00	44.4	-0-	-0-	1,690.00	55.5	3,040.00	.7
Supplies & Op. Exp.	29,814.00	51.1	7,280.00	12.5	21,164.00	36.3	58,258.00	13.8
Equipment	2,660.00	27.7	-0-	-0-	6,944.00	72.3	9,604.00	2.3
Total	$315,993.00	74.9	$20,050.00	4.7	$85,926.00	20.4	$421,969.00	100.0

As the data on Chart 7.1-A indicates, personnel costs accounted for 72.9% of the total budget (and 89.2% of the federal grant funds). Personnel costs include salaries of all staff and employee fringe benefits. Staff costs in this category included salaries and fringe benefits for all administrative and professional staff; maintenance, custodial and other ancillary and supporting staff; the "in-kind" value of staff contributed to PEC on an on-loan basis from other agencies--notably the juvenile court; and, the "in-kind" value of volunteers. Details of this budget category are included on pp.G2,G3 of Appendix G.

Another 10.2% of PEC's total budget was allocated to consultant and contract services. Costs in this category included the actual cost or "in-kind" value of services including legal advice and counsel, accounting and audit services, staff development and training, and psychological evaluations and consultation. That is, this budget category includes the costs of those services needed to train the staff and to extend and support their efforts in an on-going way.

Other items in the category of contract services include the cost or value of items like bus passes, repairs to the facility and remodeling or other physical improvements. Details on the costs assigned to this category of the budget are on p.G4 of Appendix G.

Travel expenses specified in PEC's budget included local travel for Board members and staff--particularly social service staff and staff of the Aftercare component, and out-of-town travel to visit other programs of a similar nature or to attend workshops or conferences on delinquency prevention and treatment or special education efforts. See p.G5, Appendix G for details.

PEC's budget for supplies and operating expenses included the projected costs of items such as library materials; athletic supplies; instructional materials and expendable supplies for classrooms and shops; purchase of published test materials; maintenance of equipment and the operating costs of vehicles; utilities; student clothing (PEC assists students to obtain clothing when needed); building maintenance; food and kitchen supplies; insurance; and, the cost of the rental for the facility. See pp. G6 and G7 of Appendix G for detailed information.

The budgeted amount for equipment included the cost of classroom furniture, an air conditioner, and the rental of PEC's two vehicles. The projected costs of these items are detailed on p. G8 of Appendix G.

These costs are all operating costs. That is, they are the

kinds of costs that can be expected to recur every year. In addition, however, PEC also incurred some "start-up" costs--the kind of costs that are usually incurred only once and that are necessary to begin the program or to build or renovate a facility. PEC's "start-up" costs included a $4,116 item for roof repairs; $200 for some basic renovations to an office; $400 for portable air conditioners; and, $400 for office machines.

7.2 Cost Standards

7.2.1 Salaries

PEC's salaries are generally in line with those paid for similar positions in other agencies in St. Louis. PEC's teachers' annual salaries, for example, are based on the salary schedule in the public school system and are roughly comparable for those teachers with the same level of education and experience. PEC's school year, however, is one month longer than the public school year. Thus PEC's teachers' salaries are lower on a monthly basis.

Social service staff salaries are also commensurate with those paid by public and private welfare agencies and by the juvenile court for personnel with particular levels of educational achievement and experience. Aftercare staff are compensated on the same basis as social service staff.

7.2.2 Plant and Facility

The cost of PEC's plant is valued at $11,440 per year or $953 per month. However, it is part of PEC's "in-kind" contribution. The value of the "in-kind" contribution is computed on the basis of "reasonable economic rent" levels (e.g., what another tenant might be expected to pay for rent, or what PEC might have to pay for a similar facility. In actual fact, however, PEC's out-of-pocket costs for the building are one dollar ($1.00) per year. The building is leased by the Christian Brothers (who own it) to the Roman Catholic Diocese in St. Louis. The Diocese, in turn, subleases it to PEC.

7.3 Comparative Costs for Services

The cost of providing services to each youth enrolled in PEC was $3,300 for the 1972-73 school year. This figure included all federal and local contributions exclusive of major, one-time "start-up" expenses. It was computed on the basis of an average student

body of 100 students.

PEC's costs are substantially higher than the average per student cost incurred by the public school system. However, they are also considerably lower than the cost of treating delinquent youth in either of the other two institutional programs available to the juvenile court. The cost for treating each youth assigned to the Missouri Hills Home for Boys was reported to be $6,800 a year, and the cost of treating each youth at the State Training School at Booneville, Missouri was even higher--about $11,000 a year. In the case of Booneville, the cost of providing educational programs for the youth is included in the overall total, but at Missouri Hills the public schools are responsible for providing instruction and the expense of the educational program is not included in the $6,800 annual per student cost reported by Missouri Hills.

Thus, PEC seems to offer an alternative approach to the treatment of delinquents that is economical and relatively inexpensive compared to residential programs.

CHAPTER 8: PROGRAM EFFECTIVENESS

In this Chapter the effectiveness of PEC's program is considered. Effectiveness is viewed in terms of PEC's performance in achieving its operational objectives and its effects on students.

PEC is basically an educationally oriented resocialization program for adjudicated delinquent youth who are achieving below grade level in school and have a history of poor adjustment and behavioral difficulties. PEC has two overall goals:

-- One, to prevent juvenile recidivism and reduce street crime among youths enrolled in the program; and,

-- Two, to help them adjust to and function effectively in the public schools, the community, and on the job.

To achieve these goals, PEC's program focuses on reducing truancy, maintaining close and cooperative contacts with students' families, increasing levels of academic achievement, and developing new coping skills and more positive modes of behavior. It is an implicit assumption of PEC that the accomplishment of these operational objectives will lead to achievement of PEC's goals. Any assessment of PEC's performance must, therefore, consider the program's effectiveness in accomplishing both operational objectives and its goals.

The Missouri Law Enforcement Assistance Council (MLEAC-Region 5), the LEAA State Planning Agency in Missouri, conducted a preliminary evaluation of PEC for the period March 15, 1973 to December 31, 1973. For those youths in the program on March 15, 1973, all available information on their participation was gathered back to September, 1972.

The primary source of data for MLEAC's report are the forms included in Appendix H. These forms are completed for every student enrolled in PEC and submitted to MLEAC.

MLEAC's Field Reviews and Project Evaluation Report, April 10, 1974 (attached as Appendix I), PEC's Program Statistics 1972-73, and PEC's Final Narrative Report, May 15, 1972 to March 15, 1973, and the Exemplary Project Validation Report prepared for the Technology Transfer Division of the National Institute of Law Enforcement

and Criminal Justice of LEAA, were the major sources of the data reviewed in this Chapter.

8.1 Performance in Achieving the Program's Operational Objectives

8.1.1 Duration of Enrollment in PEC

The Missouri Law Enforcement Assistance Council (MLEAC-Region 5) reviewed the amount of time youths are enrolled in PEC in order to determine whether or not the program is "able to retain youths for a sufficiently long period to be an important influence in changing a youth's behavior." (See Appendix I.)

MLEAC's study examined the records of 118 youths who were enrolled in PEC at some time between February 1973 and December 1973. At the conclusion of MLEAC's study, 50 of the 118 youths were still enrolled in the program and 68 had been terminated from the program through graduation, action by the juvenile court, transfer or family relocation.

MLEAC found that PEC was able to retain most youths in its program for a reasonable period of time. Almost two thirds (64.7% or 44) of the 68 students who were terminated had been in the program for six or more months prior to termination and 11 (16.2%) of the former students were enrolled in PEC for a year or more. Former students, according to the MLEAC report, were enrolled in PEC for an average of 233 days--or approximately eight months.

One half (50% or 25) of the students who were still enrolled at the end of MLEAC's study had already been in PEC for at least six months and 38% (or 19) of the students were enrolled for over a year. The average enrollment of youths in this group was 271 days, or about nine months.

Table 8.1-A summarizes the data on duration of enrollment in PEC. It is based on Table 16 of the MLEAC report (Appendix I, p. I-20).

TABLE 8.1-A

Duration of Enrollment in PEC

Duration of Enrollment in PEC (months)	Terminated Students No.	%	Cumulative No.	%	Non-terminated Students No.	%	Cumulative No.	%
12 or more	11	16.2	11	16.2	19	38.0	19	38.0
9 to 12	8	11.8	19	28.0	0	0	19	38.0
6 to 9	25	36.8	44	64.8	6	12.0	25	50.0
2 to 6	15	22.1	59	86.9	25	50.0	50	100.0
Less than 2	9	13.1	68	100.0	0	0	50	100.0
Total	68	100.0			50	100.0		

8.1.2 Reduction of Truancy

Public school records supplied to PEC at the time of referral to the program indicate that youths enrolled in PEC had an average truancy rate of 55% in the year prior to entering PEC. In addition, a third of all students were not enrolled in any school at all at the time of their admission to PEC. During their enrollment in PEC, however, the average truancy rate was reduced to 16.4%. (See Table 15, Appendix I, p. I-20.) In view of the fact that the public schools only count unexcused absences as truancies and that PEC counts all absences, statistics understate PEC's accomplishment in reducing truancy.

8.1.3 Maintenance of Contacts with Students' Families

MLEAC reviewed PEC's case files to determine the extent to which the program was able to maintain monthly contact with the family of each youth and with the Juvenile Court. According to MLEAC's report, PEC's "staff made 972 contacts with families of the 118 youths during the period from September, 1972 through December, 1973." The average number of family contacts per youth was, therefore, 8.2. However, that average is somewhat misleading since some families were never contacted and 48 separate contacts were made with at least one family. The families of 40 (33.7%) of the 118 youths were contacted at least once each month during the study period, and in 31 (26.9%) other cases family contacts were made during every month except one. PEC

thus maintained fairly regular contact with the families of over 60% of the youths.

8.1.4 Improved Levels of Academic Achievement

One of PEC's explicit objectives is to increase the academic achievement levels of youths in the program to the point where they can pass the eighth grade equivalency test and become eligible for entry into high school. MLEAC found that in many cases, though, youths were so far behind grade level that it was unrealistic to expect them to be able to reach an eighth grade level of performance during their enrollment in PEC.

As of February 15, 1974, however, 34 youths had taken the eighth grade equivalency test, and 25 (73.5%) of them had passed it. Nine other students (26.5%) had taken the test and failed to pass. Of the nine students who did not pass the test, eight were placed in high school on the recommendation of the PEC staff after consideration of their test scores, achievement levels, and degree of social maturity.

The assessment of PEC's performance in significantly improving achievement levels is further complicated by the fact that PEC changed from the Wide Range Achievement Test (WRAT) to the Iowa Test of Basic Skills (ITBS) during the time MLEAC was conducting its evaluation. Since the ITBS is used by the public schools, PEC's decision to change tests allows for greater comparability of scores between youths in PEC and those in the public schools. As a result of this decision, however, most PEC students were tested on the WRAT when they entered the program and then later re-tested in the ITBS. There were only 31 students who were tested and subsequently re-tested on the same instrument, the WRAT.

In those 31 cases, changes in achievement levels in mathematics and reading ranged from gains of 3.0 years in mathematics and 2.9 years in reading to losses of almost three years. Eighteen (58.1%) of the 31 students registered increases of 1.0 or more years in math scores and eight (25.8%) students registered similar gains in reading scores. Three students registered decreases in math scores or achieved the same scores both times they took the test. Eight students' scores in reading decreased and four achieved the same score on both the initial test and the re-test. (See Table 14-A, Appendix I, p. I-18.)

This data is consistent with PEC's contention that average mathematics achievement levels were increased from 3.6 to 4.5--an average gain of .9--and average reading achievement levels from 4.4 to 4.8--an average gain of .4 between students' initial tests and their re-tests.

The period between initial tests and re-tests varied greatly, however. Initial tests were administered to students at their point of entry into PEC, but re-tests were administered uniformly on the same day for all students. Thus, the period between the date of the initial test and the re-test ranged from as little as two months to over eight months.

MLEAC attempted to compensate for this variance by computing the monthly rate of changes in achievement for the group of 31 students who were tested and re-tested on the WRAT. (See Table 14-B, Appendix I, p. 18.) They found that 21 of the 31 students (67%) were achieving at a rate of 0.10 per month or more in mathematics and 15 students (48%) were achieving at that rate or more in reading. In fact, 16 students (51%) were found to be achieving at a level of 0.20 or more per month in mathematics and nine students (29%) were achieving at a similar rate in reading. A monthly increase of 0.10, if continued for a school year, would be equivalent to a full year's gain in achievement, and a monthly increase of 0.20 would be equivalent to a gain of two full years in achievement if continued for the same period. Since these same youths were achieving at a rate well below the national average prior to enrollment at PEC, absolute gains of this magnitude and rates of change of this order are particularly impressive.

However, MLEAC found other data that suggests that PEC's performance in this area needs to be viewed with caution. MLEAC developed correlations between average monthly gains in mathematics and reading achievement levels and the length of the period between administration of the initial test and the re-test. (See Table 14-C, Appendix I, p. 18.) In the area of achievement in mathematics, for example, the data indicates that average monthly gains are highest during a student's first few months in the program and then decrease rapidly. On the other hand, average monthly gains in reading levels seem to continue at approximately the same rate.

In view of the small number of students (31 or 26% of the total of 118 youths in MLEAC's sample) included in the comparison of gains in achievement levels, the methodological problems encountered by PEC and MLEAC, and technical reservations about the WRAT that led PEC to abandon it in favor of the ITBS, it is not yet possible to obtain a clear picture of PEC's performance in bringing about significant improvements in academic achievement levels. Nor is it yet possible to compare a youth's performance in PEC to his performance--or the performance of similar youths in the public schools.

MLEAC is committed to undertake a more in-depth evaluation of

PEC near the end of PEC's third program year. Since data should be available for initial tests and re-tests on the ITBS for a significant number of students by that time, and since the public schools also use the ITBS, MLEAC should be able to reach some more definitive conclusions about PEC's performance. MLEAC's report on PEC's third program year should be available by mid-1975.

8.1.5 Behavioral Changes Among Students

During the first few months of operation, PEC used the Bristol Social Adjustment Guide to test every entering student. It was, at that time, PEC's intention to re-test periodically in order to assess each student's progress in developing a more positive self-concept and a greater ability to function effectively in social situations. PEC also hoped to correlate progress in "social adjustment" as revealed by the Bristol to changes in behavior. However, the Bristol was abandoned after the staff found it to be time consuming to administer, record and analyze, and of limited use as a diagnostic and prescriptive tool.

Since that time, assessments of the direction and extent of changes in the behavior of PEC's students have been based on the judgements of the classroom team, the principal, and the school counselor. Each student's prescriptive treatment plan has served as the principle tool for setting behavioral goals and monitoring progress.

It is generally agreed, among PEC's staff, that there has been a substantial and positive shift in the behavior of PEC's students as a group. There seemed to be three distinct periods in the minds of most of those staff members who had been with PEC from the beginning of its efforts with adjudicated delinquent youths.

The first period was the period during which PEC's staff was therapeutically oriented and viewed delinquency as evidence of personal pathology. Students' behavior during that period is remembered as particularly disruptive, and there is general agreement that a predominant portion of the staff's energy was committed to attempts to control students' behavior.

The second period identified by PEC's staff was the period of transition to the more educationally oriented program that currently characterizes PEC. Behavioral problems during that period reportedly persisted to some extent, but tapered off somewhat. However, the principal was still frequently used by teaching staff as a disciplinarian.

The third period PEC's staff identified as the period following transition. That is, the period that began when PEC's educational orientation and expectations of academic achievement were clearly expressed to, understood by and accepted by the student body. According to staff, the number, frequency, and degree of seriousness of behavioral problems have decreased rapidly during this period. The principal also reports that his role as a disciplinarian has decreased and that his utilization as an educational adviser has increased during this period. Furthermore, the use of the "time out" room as a disciplinary aid has virtually ceased.

However, there is no quantitative data to support PEC's contentions in this area and no way of measuring behavioral or attitudinal changes among students, assessing their stability, or of correlating such changes with a student's ability to function more adequately in the public schools or a work situation and refrain from further delinquent acts.

8.2 Performance in Achieving the Program's Goals

8.2.1 Prevention of Recidivism

PEC's performance in preventing or reducing recidivism among youths enrolled in the program can be assessed in two ways:

--First, by comparing the kinds and levels of delinquent activities of youths before, during, and after their enrollment in PEC; and,

--Second, by comparing the recidivism rates of youths assigned to PEC with the rates of youths assigned to other juvenile treatment programs.

MLEAC collected and analyzed data comparing court referrals of youths before, during and after their participation in PEC.

MLEAC considered the case records of 106 of PEC's students for whom most of the necessary data was available. Fifty (47.2%) were still actively enrolled in PEC when MLEAC completed its preliminary evaluation and 56 (52.8%) had been terminated.

Forty-one (38.7%) of the 106 youths included in MLEAC's sample were referred to the Juvenile Court during the period of their enrollment in PEC. Of these about half--20 or 18.9% of the total--had referral rates while enrolled in PEC that were higher than their referral rates during the year before entering PEC. Of the 41 students who did have additional court referrals while they were enrolled in PEC, the other 21 (19.8%) had referral rates that

were the same as (5 or 4.7%) or lower than (16 or 15.1%) their rates the year before they entered PEC and the other youths in MLEAC's sample had no additional referrals while at PEC. (See Table 10, Appendix I, p. I-17).

MLEAC also analyzed the referral rates of youths for "impact" offenses (stranger-to-stranger crimes or burglaries). Seven (6.6%) of the 106 youths had impact referral rates while they were in PEC that were higher than their rates for similar offenses during the year before they were admitted to PEC. Four youths (3.8%) had a lower rate or the same rate of referrals for impact offenses, and 95 youths (89.6%) had no impact referrals while they were actively enrolled in PEC. (See Table 11, Appendix I, p. I-14.)

Chart 8.2-A provides data on the kinds of offenses involved in the 57 referrals incurred by the 41 youths who had referrals while they were enrolled in PEC.

CHART 8.2-A

Categorization of Court Referrals of Youth While Enrolled in PEC

Offenses 9/72-12/73	No. of Referrals
Burglary	13
Assault with Intent	1
Common Assault	4
Stealing U/$50	6
Truancy	4
Shoplifting	3
Tampering W/Auto	5
Armed Robbery	2
Parole Violation	3
Incorrigible	7
Inhaling Fumes	4
Possession of Stolen Property	1
Neglect	2
Burglary & Stealing	1
Possession of Marijuana	1
TOTAL REFERRALS	57

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MLEAC's evaluation design stipulates that, ultimately, each student enrolled in PEC will be "tracked" for an entire year after termination from PEC. However, at the time MLEAC prepared its preliminary evaluation report only 56 of the 68 youths who were terminated from PEC had been out of the program for six or more months and none had been out of the program for a year. Preliminary findings were, therefore, confined to those 56 youths.

For this sample, MLEAC compared referral rates for the six months subsequent to termination from PEC to their referral rates for the six month period just prior to enrollment in PEC. The data indicates that five youths (8.9%) of the 56 had a higher referral rate after leaving PEC than they did before they entered the program, and ten other youths (17.9%) had the same referral rates before and after PEC. Two youths (3.6%) had a lower referral rate and 39 youths (69.6%) had no referrals at all in the six months following termination from PEC. During the six months prior to their admission to PEC, the 56 youths in MLEAC's sample had a total of 52 referrals while the total number of referrals registered by this group during the six months following termination was 25 referrals--a decrease of 52%. (See Table 19, Appendix I, p. I-23.)

When MLEAC considered only those referrals stemming from impact offenses and compared the referral rates of the 56 ex-students before and after their enrollment in PEC, it was found that only five (8.9%) of the 56 ex-students had impact referrals during the six month period subsequent to termination from PEC. For four of the five youths--or 7.1% of the total--their referral rates after leaving PEC represented an increase over their rates prior to entering the program and one of the five youths--1.8% of the total--had one impact referral during both periods. Fifty one (91.1%) of the youths had no impact referrals--including 14 (25% of the total) for whom this represented a decrease in number of referrals when compared with their record during the six months before they entered PEC.

MLEAC also discovered some interesting relationships between referral rates during and after enrollment in PEC and factors such as the length of enrollment in PEC prior to re-referral to the court, attendance at PEC, and total length of enrollment in PEC.

MLEAC found, for example, that of the 41 youths who had referrals while actively enrolled in PEC, "11 (26.8%) were referred to the Juvenile Court within 30 days after entering PEC and another six (14.6%) were referred during their second month at PEC." Thus,

17 or 41.5% of all re-referrals occurred during the first two months of enrollment. (See Table 12, Appendix I, p. I-15.)

MLEAC also found a "striking relationship between court referrals and the frequency of attendance by youths during their first month at Providence." (See Table 13, Appendix I, p. I-16.) The likelihood of another court referral increases directly with the number of absences. For instance, only 27.9% of those students who were absent for 0-9% of the time during their first month at PEC incurred another referral during that period while 63.6% of those absent for 30% or more of the time incurred additional referrals.

Data on the comparative effectiveness of PEC and other agencies in reducing recidivism is limited. (PEC seems to have the most accurate data on recidivism of all of the agencies in St. Louis.) Data of comparable accuracy is not available for the other major treatment programs--juvenile probation, the Missouri Hills Home for Boys, and the State Training School at Booneville. Comparisons between PEC and the other programs are therefore based on the best approximations available.

The method used to compute overall recidivism rates for PEC was based on the total number of youths referred to the Juvenile Court while enrolled at PEC or during the six month period following termination. Using this approach to compute recidivism, PEC's recidivism rate for all offenses was 28.1%, and for impact offenses alone it was 11.9%. These rates are also somewhat overstated since they include referrals that were dismissed as well as those that failed to result in the issuance of a warrant. Chart 8.2-B summarizes the data on recidivism among PEC's students and Chart 8.2-C is a recidivism flow diagram that illustrates the volume and point of occurence of recidivism in PEC's program between September 1972 and December 1973.

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CHART 8.2-B

Summary of Recidivism Data

Source: PEC Statistics 1972-73 and 1973-74

9/5/72 - 12/3/73	Number	Total	%
Youth enrolled in PEC	135	.135	100%
Youth referred to court while enrolled in PEC	35	38	28.1% Total Recidivism
Youth referred to court during Aftercare	3		
Youth referred for impact crimes* while enrolled in PEC	13	16	11.9% Recidivism related to impact crimes
Youth referred for impact crimes* during Aftercare	3		
Total referrals** to court during enrollment at PEC and during Aftercare	57 3	60	
Impact referrals* during enrollment and during Aftercare	20 3	23	38.3% of all referrals

*Stranger-to-stranger
**Including 7 referrals that were dismissed or where no warrants were issued

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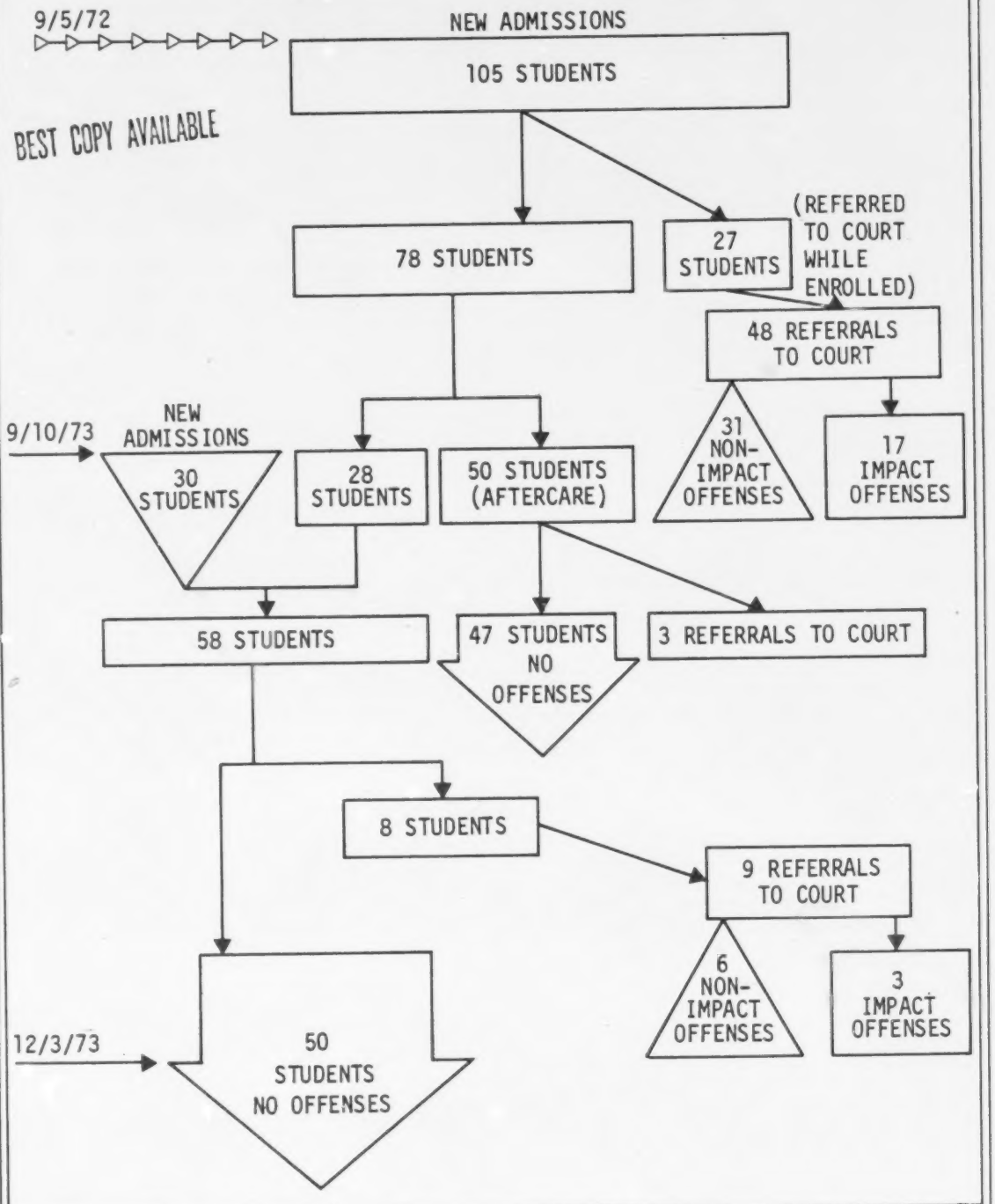
CHART 8.2-C Recidivism Flow Diagram



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In contrast to PEC's relatively low recidivism rates, Juvenile Court officers estimated that their formal repetition rate approximates 65% to 75% for youths on probation and about 50% for those youths assigned to residential institutions. Thus, PEC's performance in preventing recidivism seems to be exceptional.

8.2.2 Resocialization and Social Adjustment

Between September 1972 and December 1973 a total of 135 youths were enrolled in PEC. Of that number, 105 were enrolled during the program year extending from September 5, 1972 to August 8, 1973. Twenty-seven were subsequently discharged by PEC during the year either because they were re-arrested and institutionalized, because they left the St. Louis area, or because they were being served by another agency. Another 50 of the 105 students enrolled during the first full program year "graduated" in June 1973. They were then picked up by the Aftercare component of PEC's program.

Thus, 77 of PEC's students either graduated or were terminated by the end of the program year, August 8, 1973. The remaining 28 students were joined by 30 new admissions during the fall of 1973 bringing total enrollment as of December 3, 1973 to 58 and the cumulative total of enrollment to 135.

Of the 135 students, 56 or 41.5% are currently enrolled in and attending PEC; 44 or 32.6% are enrolled in public high schools and elementary schools; five or 3.7% are either enrolled in vocational and job training programs or employed.

In addition, two or 1.4% of the ex-students are now enrolled in other non-residential programs, and three ex-students--or 2.2%--moved outside of the city of St. Louis. The present activities of ten ex-students--or 7.4%--are unknown and 15 or 11.1% of PEC's ex-students are in other institutional settings including Missouri Hills, Booneville, Boys Town, and the State Hospital.

In sum, then, a total of 49 or 62.0% of those discharged or "graduated" from PEC are currently engaged in activities consonant with PEC's goals. This data is summarized in Chart 8.2-D and Chart 8.2-E provides a schematic illustration of student flows through PEC and their relationship to "outcomes."

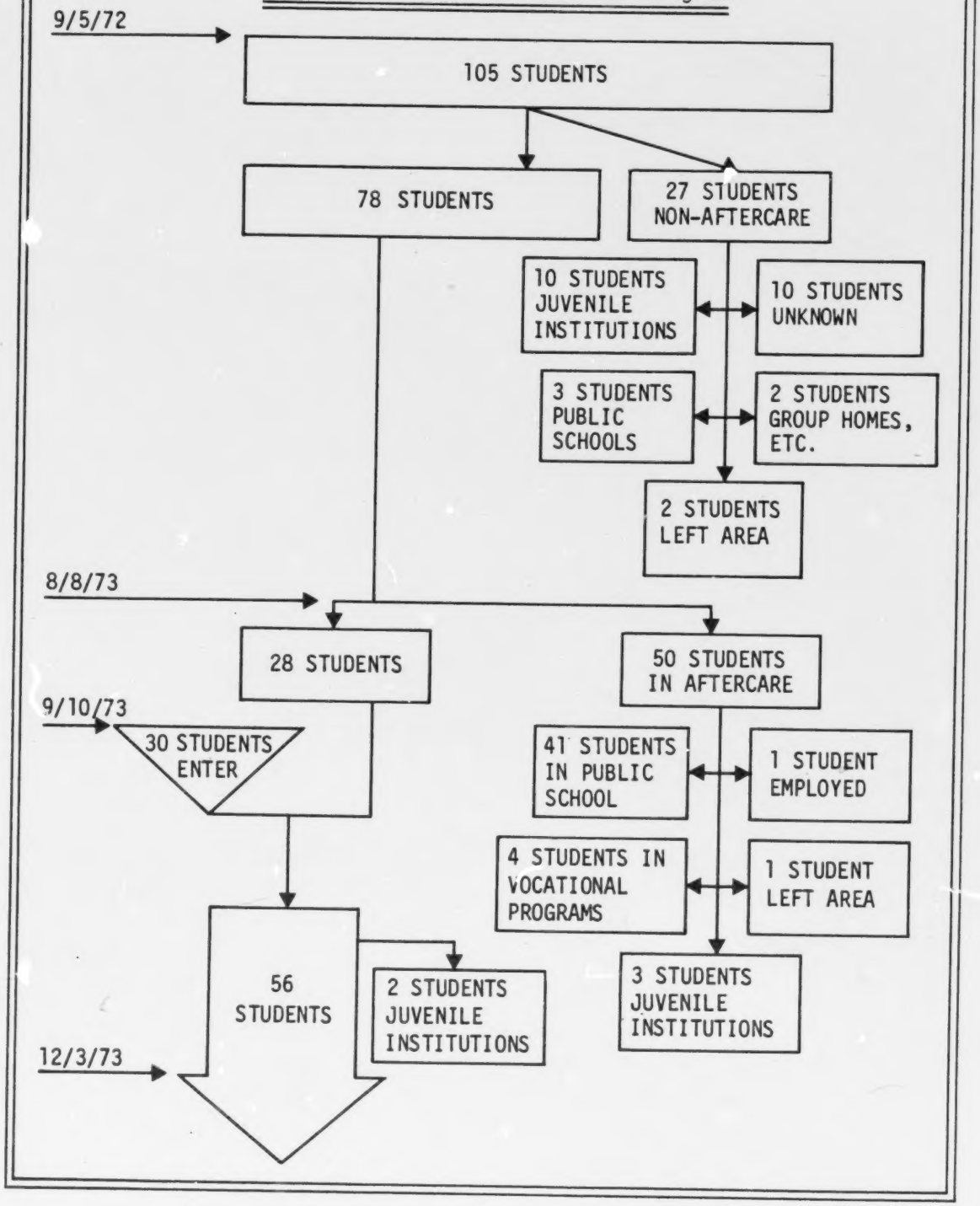
CHART 8.2-D

Outcomes of Youth Enrolled in PEC

	No.	% of Cumulative Enrollment	% of Ex-Students
1. Total cumulative enrollment 9/72 - 12/73	135	100%	
2. Current enrollment (12/3/73)	56	41.5%	
3. Total ex-students	79	58.5%	100%
- Not involved in Aftercare	29	21.5%	36.7%
- Involved in Aftercare	50	37.0%	63.3%
4. Enrolled in public school	44	32.6%	55.7%
- Left PEC for public school	3	2.2%	3.8%
- Enrolled during Aftercare	41	30.4%	51.9%
5. Enrolled in vocational program or employed	5	3.7%	6.3%
6. Enrolled in other non-residential programs	2	1.4%	2.5%
7. Moved from city of St. Louis	3	2.2%	3.8%
8. Institutionalized	15	11.1%	19.0%
- During PEC enrollment	12	8.9%	15.2%
- During Aftercare	3	2.2%	3.8%
9. Present activities unknown	10	7.4%	12.7%

PROVIDENCE EDUCATIONAL CENTER

CHART 8.2-E Outcome Flow Diagram



Using a slightly different sample (45 youths in Aftercare rather than 50), MLEAC found that 48.9% of the youths in Aftercare required a second or third placement following their initial placement after termination from PEC. In half of those instances the change in placement involved a transfer to a different school setting. To gain greater insight into the kinds of problems encountered during Aftercare, MLEAC also conducted an in-depth examination of the Aftercare records of 19 youths. Most apparently encountered some difficulty in making the transition back into the public schools. "Nearly half," according to the MLEAC report, "had adjustment problems when they entered large classrooms in large schools after the intense individualized experience of a small classroom at Providence. Their adjustment difficulties were manifested in frequently missed classes or initial academic failure. Many of these youths have received Providence-initiated tutoring and counseling. Only one of these youths has been suspended from school and this youth is now doing well on his second (work-study) placement. Another nine of the 19 youths received good to excellent reports from schools. Attendance was reported to be regular and no outstanding difficulties had developed. Two of the 19 youths who were difficult to place returned to Providence and one has now left again, to begin a vocational rehabilitation program."

MLEAC concluded that unless there are alternative programs that provide for more individual attention and non-traditional classrooms, PEC's graduates are likely to continue to encounter great difficulty in making a successful transition. PEC's staff agreed with MLEAC in this regard and, in addition, stated that PEC may have to increase the vocational emphasis and training aspects of the program.

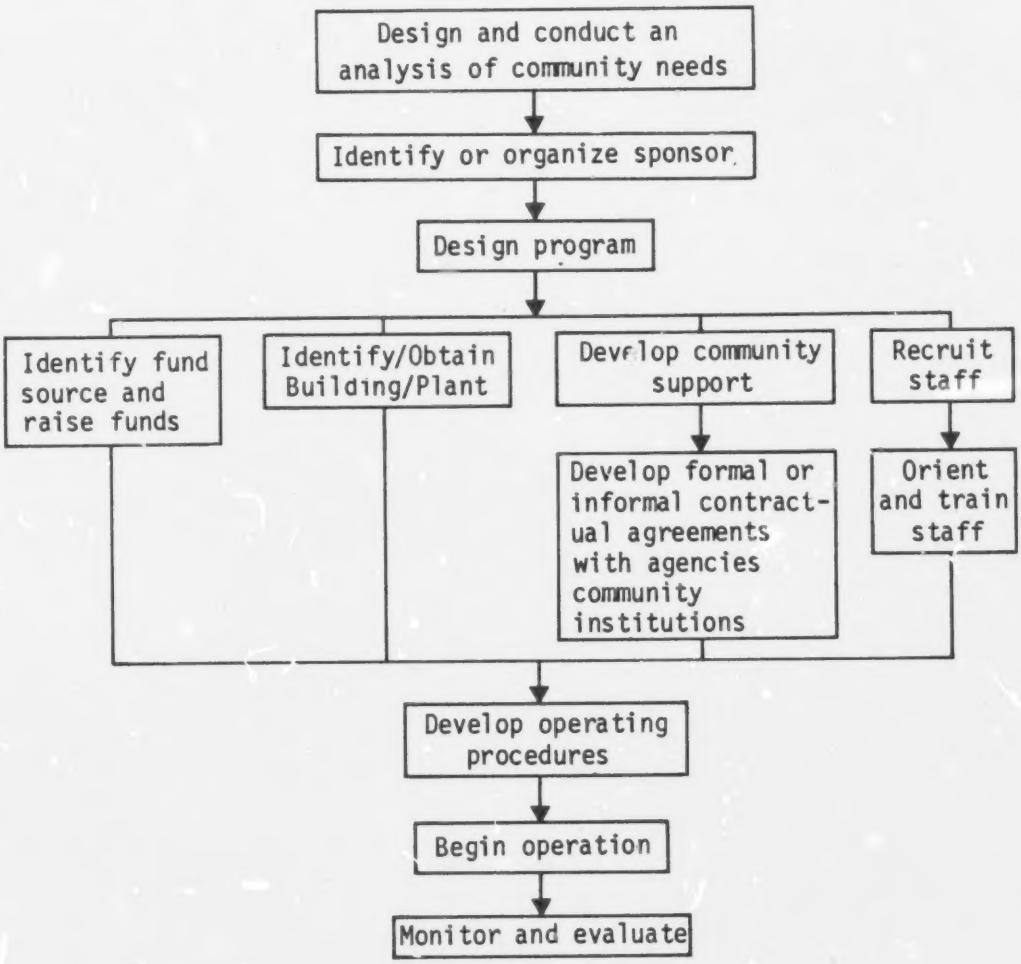
CHAPTER 9: NOTES ON REPLICATION

In this Chapter of the handbook the essential features of PEC's program are identified. Essential features are those that are considered critical to the success of any replication effort. In addition, alternative approaches are identified and described wherever variations might lead to a better fit with the needs and circumstances of other communities. The major topical areas discussed in this Chapter are: The Analysis of Community Needs; The Organization of Resources; Program Planning and Implementation; Program Administration and Operation; and, Plant and Facility Requirements.

The major steps involved in the process of replicating PEC's program are the same steps involved in planning any "direct service" program. The only substantial difference is that in replicating an existing program some guidelines already exist that are based on actual experience. Program replication is not program duplication, however. Replication involves more than following a detailed blueprint. The process of replication also includes the "customization" and adaptation of a program to fit the needs of particular groups or the political, social, or economic circumstances of particular communities. Chart 9.0-A depicts the generic steps involved in replication of a program based on PEC.

The content and process involved in each of these steps are discussed under major topical headings in the remaining pages of this Chapter. In those areas where alternative approaches might strengthen the program or allow for a better match with local conditions and needs, some of the options are identified and described.

CHART 9.0-A PEC Generic Process


Design and conduct an analysis of community needs
Identify or organize sponsor
Design program
Identify fund source and raise funds
Identify/Obtain Building/Plant
Develop community support
Recruit staff
Develop formal or informal contractual agreements with agencies community institutions
Orient and train staff
Develop operating procedures
Begin operation
Monitor and evaluate

9.1 The Analysis of Community Needs

The analysis of need in the community should serve several purposes:

1. It should determine whether a "population in need" exists. PEC was designed to serve a particular target population--delinquent youths with low academic achievement levels and a history of behavioral problems in school. However, a program like PEC's might

also be highly beneficial to non-delinquent youths as well if they are behind grade level in terms of achievement and if they either "act out" in school or are chronic truants.

2. It should identify and describe that population in terms of the numbers of youths involved, their location, and other significant characteristics such as age, sex, ethnicity, grade levels and achievement levels, types of school problems, arrest records, etc.

3. It should identify and describe any existing services that are being provided to the population in need. It should assess the adequacy of such services, the number of youths served, and each program's effectiveness in decreasing delinquent behavior and/or improving school performance and achievement levels.

4. It should depict and accurately portray the character of "the problem" or unmet needs, and begin to develop community awareness of "the problem."

Information useful in analyzing community need is generally available from juvenile courts, probation departments, juvenile institutions, public school systems, and child guidance agencies. Essentially, there are two issues--the extent of overall need, and the extent of unmet need in the community. To get at these issues the analysis might consider data such as:

-- The number and characteristics (age, sex, prior offense record, etc.) of youths referred to the court each year and the number and characteristics of youths who are adjudicated each year;

-- The number and characteristics of youths assigned to probation and to other juvenile treatment programs;

-- The number of adjudicated youths who are more than one year behind grade level in mathematics and reading, or who are chronically truant, or who are behavior problems in the classroom;

-- The recidivism rates among youths with school related problems and low achievement levels; or,

-- The number of non-delinquent youths in the community who are chronically truant, "act out" in the classroom, or are more than a year behind grade level in reading and mathematics.

To justify the establishment of a PEC-type program in a community, the unmet need should be sufficient to provide for a minimum annual caseload of 75 to 100 delinquent--or non-delinquent-youths similar to those enrolled in PEC.

9.2 The Organization of Resources

If the analysis of need indicates that there is sufficient unmet need in the community to warrant a program like PEC's, the next major task is to organize the human, institutional, and financial resources that are necessary to develop and implement a program of this type. This task includes the identification or development of a sponsoring agency, the development of formal or informal contractual relationships with other public and private agencies in the community, and fund raising.

9.2.1 The Sponsoring Agency

The sponsoring agency may be one of two types. Either an existing agency can be asked to expand its activities or modify its approach in order to accomodate the new program, or a new special purpose agency can be developed. Each of these options has particular advantages and disadvantages associated with it.

The advantages of opting to ask an existing agency to sponsor and operate the program are clear. Existing agencies already have a "track record"--they have demonstrated some programmatic and organizational stability and competence and they are likely to have some credibility in the local community. Although an existing agency may have to expand its staff and physical plant to accomodate a new program, the administrative structure for doing so already exists.

The disadvantages are also clear. Any existing agency has past commitments--to a particular programmatic philosophy or theory, to a particular target population or service area, to address particular "problems" or "needs", or to provide particular kinds of services. The addition of a new program--especially one that is as philosophically well defined as PEC's--might cause considerable administrative strain in the agency or foster a tendency to "water down" the program.

The advantages and disadvantages of creating a new sponsoring agency are almost directly the inverse of those associated with use of an existing agency. A new agency does not have a record of proven performance, and its credibility rests almost entirely on the personal reputations of its Board of Directors and staff; it does not have--in most cases--a plant or a secure financial base; and it has neither procedures nor an organizational structure ready to carry the program out. On the other hand, it does have a great deal of freedom: to develop a Board of Directors and a

staff with particular commitments to the program; to design the program and operating procedures to meet perceived needs and without reference to the traditional agency; and, to take advantage of the excitement that is often generated by a "new" program.

If a local community decides to use an existing agency, there are a range of different kinds of agencies that might be appropriate. They include:

-- Church-related agencies. PEC was originally a church-related agency and the Catholic Church still contributes to PEC through the substantial write-down on the cost of the building which PEC rents for one dollar per year.

-- Private non-profit youth serving agencies. Neighborhood programs, private recreation agencies (boys' clubs, Y's and other community agencies, etc.) might be open to expanding their current programs or shifting, as PEC did, into an entirely new program area.

-- Public schools. Given the educational emphasis of PEC's program, and the fact that public schools are often responsible for providing education to youths charged with status offenses (incorrigibility, truancy, etc.), public school systems might be willing to create and operate special schools or sub-systems patterned after PEC. Public schools would also be in an ideal position to utilize such a program to meet the needs of low achieving non-delinquent or pre-delinquent youths as well.

-- Correctional agencies. A PEC program could be established and operated directly by a juvenile court or probation agency, or it could be set up as a non-residential program associated with a juvenile detention facility or a residential facility.

9.2.2 The Functions of the Sponsor

Effective sponsoring agencies perform three basic functions:

-- They raise the funds and obtain the other resources needed to support program operations;

-- They secure the cooperation and commitment of other relevant agencies--in this case, other agencies that are involved in the care, treatment, and provision of services to the kinds of youths served by the program; and,

-- They promote understanding of and support for the program in the wider community.

These requirements suggest that an appropriate sponsoring agency for a program like PEC's needs to have a Board of Directors--or an active Advisory Committee--that has immediate credibility and stature in the community and the political and social influence needed to perform the functions defined above.

PEC's Board of Directors, for example, is composed of some representatives from the local community, local businessmen, businessmen in the larger corporate community, elected officials and representatives of the city's active civic elite and religious leadership. The character of PEC's Board of Directors was undoubtedly influential in bringing about productive relationships with the Juvenile Court, the Catholic Church, the public schools, and other private and public agencies and organizations in the city. PEC is dependent upon such agencies for funds and in-kind contributions, background materials (school records, etc.), and ancillary services (medical, psychological screening, curriculum materials and equipment exchanges, etc.).

Communities interested in replicating PEC would be well advised to consider these factors in selecting an existing agency to sponsor and operate the program, or in developing an appropriate Board of Directors for a new agency.

9.3 Program Planning and Implementation

PEC's program is based on a very specific theory regarding the relationship between school performance and delinquency. PEC's grant application stated: "The juvenile offender often begins to deviate from his non-delinquent peers upon experiencing learning and social adjustment difficulties within traditional school systems. Truancy and classroom behavioral problems have led to school suspensions and the need for alternative programs. Referrals from the St. Louis Juvenile Court reveal the fact that a significant number of juveniles with school behavioral and learning problems eventually engage in criminal activities, often during school hours."

This theory is clearly only one of a number of theories regarding the causation of delinquency or the relation of various "potentially contributing factors" to delinquency. The point is, however, that this concept is central to the design of PEC's program and some commitment to this notion would seem to be a prerequisite for any community or agency interested in replicating PEC's program.

Those elements of PEC's program that seem most closely related to this concept and, therefore, most central to any replication effort, are:

-- The emphasis on education as the "primary vehicle of resocialization" of the youths in the program. That is, PEC is concerned with providing youths enrolled in the program with the educational skills needed to function on a par with the youths' "non-delinquent peers";

-- The parallel emphasis on counseling as a method for helping youths in the program develop a positive self-image, and the attitudes and social skills needed to be a successful non-delinquent;

-- The support provided by the Aftercare Component that is designed to "re-integrate" the delinquent with non-delinquent peers in the public schools and to help to insure that the youths assigned to PEC are able to function successfully in an environment--the public schools--where they had failed before;

-- The emphasis on following up on truancy in an aggressive manner;

-- The non-residential character of the program and the emphasis that is placed on maintaining regular contact with the families of youths in the program. This seems to be a reflection of PEC's concern with strengthening resources (e.g., the family) and relationships that will be available to the youth after termination from PEC. It is also an attempt to minimize the extent to which youths are exposed to the kind of delinquent sub-culture that frequently exists in residential institutions.

In addition, PEC feels that the large classrooms in the public schools and the high student-teacher ratio makes it difficult--if not impossible--for teachers to respond to students individually and provide them with the assistance they need. Accordingly, PEC stresses small classrooms, a low student-teacher ratio, careful "treatment planning", individualized instruction, and an informal classroom atmosphere in order to foster close working relationships between teachers and students. These features also appear to be central to the concept of PEC's program.

How they are actually interpreted and put into operation, however, might vary in different settings. In the next few sections of this report (9.3.1-9.3.8) specific program features and procedures are discussed and alternatives to or possible modifications

of PEC's approach are described.

9.3.1 Program Size

PEC does not seem to be a program that can be unlimited in size. Communities or agencies interested in replicating the program need to be sensitive to issues of scale. PEC's staff was never able to establish a specific maximum size for the overall program. However, there did seem to be a consensus among the staff that the "program has to be small enough so everyone knows each other", or small enough "for all the teachers to know the names of all of the kids in the school and all of the kids to know all of the teachers' first names and to feel familiar with them."

On the other hand, programs like PEC have to be large enough to support a staff of administrators and specialists as well as teachers and social workers.

Thus, it seems that those involved in PEC on a day-to-day basis feel that it has to be large enough to justify a diverse staff and small enough to encourage and allow for extensive personal interaction between the staff and the students. This suggests that a reasonable minimum size might be 60 to 75 students and a reasonable maximum size might be from 150 to 180 students--or between five and fifteen classrooms of the size PEC now has. Within this range, a size of 100 to 120 students would probably be maximal in terms of staffing patterns, the efficient and economic use of administrators, and the need for personal interaction.

9.3.2 Eligibility for PEC

PEC, as noted earlier, accepts 12-16 youths (including females as of September 1974) who are adjudicated delinquents and who have a history of poor academic achievement, truancy, and disruptive classroom behavior. In addition, to be eligible, youths must not be too severely retarded, handicapped or emotionally disturbed to benefit from the program. PEC is prepared to interpret these requirements somewhat flexibly, but in overall terms there seems to be a fair amount of clarity and unanimity among PEC's staff about what the requirements are and what the limits are within which flexible interpretations can be made. Thus, for example, PEC's staff does not use standard measures of retardation. Instead, an assessment is made in each case to determine whether it is reasonable to expect that learning might occur within the bounds of the program. That is, social and/or educational retardation is not necessarily correlated with organic retardation.

On the other hand, officers of the court who are responsible for initiating most referrals to PEC are not always clear about the criteria for assigning youths to PEC, or else they are inconsistent in the way they apply those criteria. Clarification of the criteria and the provision of orientation to or training in the use and interpretation of those criteria could help to deal with this problem.

In some cities, for example, law enforcement officials and correctional officials are provided with a list of offenses which make juveniles eligible for particular programs. In other instances a checklist is used that considers issues like the type of offense, prior record, age, or other factors and allows for the computation of a point score that is then used to make an informal or formal programmatic disposition.

What often happens is that when a new program begins--particularly one that represents a significant departure from traditional practice or one that is sponsored by a new agency that doesn't yet have a proven record of performance--those responsible for making referrals are very conservative in their judgements. They tend, in many instances, to refer only the mildest and least serious cases. In fact in some instances new programs may temporarily create a situation where youths who were formerly "lectured and released" now "penetrate" the criminal justice system and get referred to the new program. However, as a program gains credibility with law enforcement and correctional officials it is common for the number of referrals for more and more serious offenses to increase.

9.3.3 Referral and Intake

PEC's referral and intake process seems notable in three regards. One, it is flexible. Informal referrals can be initiated while the youth is in detention prior to trial as well as after the court hearing and formal adjudication. This kind of flexibility helps to limit the length of time a youth might have to spend in detention and gives the Deputy Juvenile Officer specific information about a dispositional alternative that can be provided to the judge or referee at the time of the hearing.

Two, as noted in Chapter 4, PEC sets strict limits on the time it has to respond to a request from a Deputy Juvenile Officer, the timing of the Intake Staffing, and the timing of the admissions decision and notification following the Staffing.

Three, the Intake Staffing itself seems to be an excellent device for screening youths, getting and digesting the data needed for preliminary diagnosis and treatment plans, determining a tentative classroom placement and for acquainting the youth and his or her parents with the expectations of the program and PEC's procedures. The composition of the Intake Staffing is well suited to accomplish this purpose.

9.3.4 Diagnosis of Educational and Counseling Needs

Those interested in replicating PEC's program might usefully consider adopting PEC's approach to diagnostic testing. Unlike most educational programs--particularly the public schools--where tests are usually administered and interpreted by specialists, PEC's classroom teachers both administer diagnostic tests and analyze the results. Thus, PEC's classroom teachers are able to gain a broad range of detailed diagnostic insights about individual students' learning problems, learning styles, and behavioral patterns on a firsthand basis.

The tests included in the battery of diagnostic instruments used by PEC seem to be well suited to the program's needs. The tests that PEC currently utilizes were selected after some trial and error; PEC shifted from the Wide Range Achievement Test (WRAT) to the Iowa Test of Basic Skills, and stopped using the Bristol Social Adjustment Guide altogether. Other programs may find other instruments that they like better or that are more suitable, given the special needs of the particular local community. For example, it seems like a good idea to use the same achievement tests used by the local school system in order to insure comparability and consistency.

In addition, program staffs may want to develop their own instruments to serve particular purposes--just as the PEC staff developed their own diagnostic mathematics inventory and adapted the language arts inventory used with adult education classes in the public schools.

Finally, programs developed in other communities might want to consider using some diagnostic tool designed to assess self-concept and changes in attitude over the course of the program. A number of potentially useful instruments, including attitudinal scales, and simple self-anchoring scales exist that could be used or adapted for this purpose. Education departments or psychology departments of local colleges and universities may be the best

source of advice and counsel on the strengths and weaknesses, applicability, and ease of use of the various diagnostic tools that are available.

9.3.5 Developing Individual Treatment Plans

PEC's approach to developing and using individual treatment plans to focus and guide the classroom teams' efforts is another desireable feature of the program. It forces a review of progress on the one hand, and requires that teachers and counselors diagnose needs and consciously think through their proposed approaches on the other hand. PEC's form for structuring treatment plans could be improved, however. The section of the treatment plan format that deals with content, instructional goals, and proposed methods for the academic subject areas seems to be adequate--that is, PEC's teachers use it and it seems to have meaning. The checklist that is used to set forth goals and assess progress vis a vis personal relationships, attitudes, and self-concept does not seem to be useful in recording data meaningful to other members of the classroom team or the administration. If it is designed to serve as a summary sheet, it would probably be better attached as a cover sheet to the monthly "Text Record"--or case report--prepared by PEC's social worker on each student. A further improvement might be realized by requiring a statement of goals and a 1-2 page narrative summary of progress as a face sheet on each month's "Text Record."

9.3.6 PEC's Educational Component

The critical elements in PEC's educational component are:

Small class size. PEC's staff believes that small classes are "absolutely critical to the success of the program." The maximum class size at PEC is 12 students. However, it was felt that 10 students was an appropriate class size for a new program, although ultimately a class size ranging from 8 students to 16 students might be manageable. That range was established on the basis of need for a sufficiently large number of students to get interaction between students in group learning and counseling sessions, and a sufficiently small number of students to insure that each student is able to obtain the amount of individual attention and instruction he or she needs.

PEC's staff also felt that it was important to have two teachers assigned to each class. It would be possible, for instance,

to assign one teacher to a classroom of six students and still maintain the same student-teacher ratio. The assignment of two teachers to one classroom, however, reportedly allows each teacher to draw on the particular strengths of the other teacher, to compensate for any inadequacies, and to share tasks and ideas. It also provides students with an opportunity to select the teacher they work with best.

Two other features of PEC's educational approach also seem to be important for other communities to consider.

PEC emphasizes fundamentals in reading, language arts, and mathematics. They are the core of the educational program, and since they are skills usually developed at the elementary school level, PEC employs teachers who have a background of training and experience in the primary grades.

PEC also stresses the development of curriculum at the classroom level. That is, curriculum is developed by the teachers who comprise the classroom team to meet the specific needs of the students in their class. Their approach is practical--curriculum is based on the "real world" of the students' needs and interests. "The best curriculum", in the words of PEC's curriculum specialist, "is curriculum that extends learning outside of the classroom."

This emphasis means that curriculum is never dry and formalistic. At its best, it is organically related to the expressed interests of the students. The teacher's job and the job of the Curriculum Specialist is to determine how best to capitalize on those expressed interests in building useful skills.

PEC, as noted earlier, is a member of a federation of alternative schools in St. Louis that shares information, curriculum materials, and instructional aides and equipment. There are similar federations in a number of cities in the country and a newsletter--The New Schools Exchange--that helps to disseminate information about alternative approaches to education and instruction through a nationwide network of such programs. (See Appendix J, p. J-2 for subscription information.) In addition, a number of educational publishers have recently begun to develop instructional materials and books specifically for students who are functioning on the elementary grade level but have adolescent social interests and concerns. Finally, there are a number of publicly funded Regional Education Laboratories and Curriculum Development Centers throughout the United States that have developed a wide variety of innovative curriculum packages and

instructional materials, (see Appendix J, p. J-3).

9.3.7 PEC's Social Service Component

PEC's social workers perform four functions:

-- They provide individual counseling;

-- They provide group counseling;

-- They follow up on truancies and maintain contact with the students' families; and,

-- They serve as a liaison with other agencies serving the students and their families.

PEC considers each of these functions important to the effective operation of the program. Individual counseling sessions are held once a week and focus on the particular needs and problems of the individual student--particularly on any problems related to behavior or functioning in the classroom. This is the major mechanism for directly changing a student's attitudes and behaviors.

Group counseling seems to be less important to the success of the program. It tends to focus on responses to social situations and the provision of information that in public school programs might be provided in hygiene or family life courses. This kind of information is useful and is an important adjunct to the program, but it does not seem essential.

The support that the social workers provide to other members of the classroom team by following up on truancies and by maintaining contact with and counseling parents is, however, central to the program's concept and design. It has clearly been a critical factor in reducing truancy. MLEAC's evaluation report indicated, though, that social workers had not been able to meet with every student's family on a monthly basis as proposed. Instead, some parents were rarely--if ever--contacted and others were contacted several times each week. MLEAC concluded that: "The staff should assess the difficulties encountered in trying to contact all families as regularly as planned. It might be most important to provide disproportionately high numbers of contacts to families where the possible benefits for a youth's development are greatest. This may imply, given time limitations on staff, that the minimum contact with all families needs to be revised downward. Alternatively, it may mean that the original goal remains important and achieveable

and a change in priorities and the allocation of staff time and efforts will be necessary to enable the program to meet this goal."

As other communities and agencies design replications of PEC, this issue will need to be addressed. It is clearly an area where the decision needs to be based on local conditions. The extent to which one social worker will be able to perform these functions for one or more classrooms will depend on three factors: One, is obviously the total number of students assigned to him or to her; two, is the extent to which each individual student is able to function without extensive follow-up and assistance over and above regular counseling sessions; and, three, is the relative strength and ability of the students' families to cope with the student and with other forces in their lives. The families of many of PEC's students, as described earlier, are low on the socio-economic scale, dependent on public assistance, have other children who have been in trouble, etc. That is, they are multi-problem families without a lot of coping skills. Many of them tend to need a lot of support from PEC's social workers.

In another community, families of youths referred to the program might need less assistance--or, even more assistance. The number of social workers on the staff and how they are used, therefore, will vary in accordance with local needs and should be subject to experimentation in the early months of the program.

9.3.8 PEC's Aftercare Component

PEC's aftercare component is an aggressive one which begins well before a youth is terminated from the program. It is consciously designed to meet the needs of the particular youths in the program and conditions in the public schools in St. Louis. The assumptions underlying the aftercare component are that:

- -- PEC's students have experienced failure and been "turned off" by the public schools in the past;
- -- They will experience "shock" when they re-enter the public schools and find it difficult to adjust to the large classes and the relatively impersonal bureaucracies that are typical of most public schools;
- -- Unless they are provided with support and assistance during an initial period of adjustment, many of the students will fall back into former patterns of negative behavior such as truancy, lateness, "cutting" classes, disruptive behavior and fighting.

If these same assumptions hold for those communities interested in replicating PEC's program, an aftercare component will need to be built into the program's design. The operational characteristics of the aftercare component might, however, vary in different communities.

For one thing, the length of time that the component commits to following up youths might vary. PEC currently follows up youths for six months, but the staff feels that a one year period would be more desireable. In some programs six months might be more than adequate, while longer periods might be better in others. In yet other instances, the length of aftercare follow-up might be based on need, with relatively short follow-up periods in some cases and extended periods of follow-up with youths who have severe difficulty in adjusting to the public schools or to employment. PEC, for example, estimates that 20%-25% of the students need 3-5 contacts per week. Others may need contact over a longer period as well.

Another way in which the aftercare component might vary from community to community is in the way it is staffed. The aftercare staff at PEC were origirally classroom teachers in the class that comprised PEC's first group of "graduates." The staff, therefore, began working on aftercare as a result of their commitment to and intimate knowledge of a group of students they had been working with for a whole year. The staff felt that the kind of knowledge and insights about the students in the classroom and the relationships they had formed were important factors in their ability to work with those youths following graduation. The aftercare staff expressed concern about not knowing the next group of graduates as well, but resisted the notion that perhaps each classroom team would follow their students through a year of aftercare subsequent to graduation and then return to the classroom with another group of students. In other words, each teacher would be assigned to a classroom, would remain with that class of students until they graduated, and then would provide aftercare follow-up for a year before returning to the classroom. The current aftercare staff, however, felt that such a system would be too confusing and that it would require the establishment of relationships with public school officials anew each year. The aftercare staff felt that those relationships (between aftercare staff and school officials) were crucial too.

What this means, though, is that agencies that undertake replications of PEC will have to establish ways either for aftercare staff to obtain detailed knowledge about and to develop relation-

ships with youths in successive "graduating" classes, or for classroom teams (teachers or social workers) to follow their students after graduation. In either case, the agencies also will need to be sensitive to the fact that the demands of the aftercare job go beyond those associated with the job of being a classroom teacher. If PEC's model of aggressive aftercare is followed, staff will have to be prepared to work outside of school hours as well as during school hours.

9.4 Program Administration and Operation

9.4.1 Staff Recruitment and Selection

As in most human services programs, the quality of the staff in a program like PEC is an important determinant of the program's success. The recruitment and selection of the program's professional staff is, therefore, a task that deserves careful attention.

PEC has had enough experience to date to be able to identify particular kinds of experiences, personal traits, and educational backgrounds that seem to be associated with staff effectiveness in a program like PEC. These characteristics are related in part to the particular functions that various staff play in the program, but there also seem to be some general characteristics that are related to PEC's philosophy and concept, the design of the program, and the kind of population that PEC serves.

PEC is a cross between a "treatment" program and a "school." It has staff with different functional responsibilities--teachers who provide instruction and social workers who provide counseling, for example--but the program is designed to coordinate and focus the efforts of these diverse categories of staff. In addition, PEC serves a population that is black, low-income, and "troubled." All of PEC's students have had trouble relating to or functioning with various institutions in the community, and most are "turned off" to both the public schools and the value of formal education. Most of the youths enrolled in PEC are "street wise."

There are several specific personal and social qualities that PEC has found to be related to working effectively with this kind of population in the kind of setting PEC provides. First, each member of the staff needs to be mature and personally secure. That is, the staff, in PEC's view, should serve as role models for the students and they should also be sufficiently secure not to need to either compete with students emotionally or to reinforce

their superior position through mechanisms like the use of formal modes of address.

Second, each member of the staff should be "street wise" to some extent. PEC has found that staff who are sensitive to the kinds of "con games" the students play, who are aware of the students' values, and knowledgeable about the meaning and usage of "street corner language" and slang are most able to relate to the youths in the program.

Third, each member of the staff should sincerely believe that the youths in the program can learn new academic skills and make reasonable progress and that they can develop new social skills and more positive attitudes. Each member of the staff, in PEC's view, should also expect students to learn and should transmit this expectation to students.

Fourth, staff members need to have an ability to work in a team relationship.

Fifth, the staff, in PEC's view, should reflect the ethnic characteristics of the population served. PEC also felt the need for a substantial number of male staff members since such a high percentage of PEC students come from single parent families with female heads of households.

In addition to these general qualifications, PEC found that there are specific qualifications related to the various functional categories among the staff. The Executive Director, for example, has to have the professional respect of those agencies that the program depends upon for assistance and support. Thus, the Executive Director has to be viewed as a competent professional by the Juvenile Court and the public schools at the very least. At the same time, the Executive Director has to be able to provide administrative leadership and guidance to a highly diverse staff and gain the confidence of people with a variety of professional backgrounds and experiences.

PEC was fortunate in finding an Executive Director, Joseph Ryan, who had training in both social work and education, as well as experience in the criminal justice system. He had also lived in St. Louis long enough to be sensitive to local political and social realities. Obviously, every community will not have--or be able to find--an Executive Director with the same unique mix of training and experience. In most instances a decision as to

which kind of experience or educational background to emphasize in selection of a Director will have to be made. Whether it is more important, for instance, to have a Director with criminal justice or correctional experience, a Director who is a teacher or educational administrator, or someone with a background in social service, will depend in part on the way the program is interpreted in the local community. That is, if the program is limited to serving delinquents and it is funded by the Courts a background in criminal justice might be more desireable. Conversely, if the program is designed to serve non-delinquent youths as well, and the focus is on low achievement, it might be more important to have a Director with a degree in education.

In making this decision local communities should also be aware that they can "balance" any gaps in the background or training of the Executive Director when they consider applicants for the other two major administrative positions, Director of Education and Director of Social Services.

The functions associated with both of these positions are less related to other agencies and the broader community, and more related to the staff of the program and day-to-day operations--at least at PEC. However, a Director of Education with a particularly strong background in school administration or curriculum development, for example, could also be the program's liaison with the public schools if necessary; and a Director of Social Services with a background in counseling and probation could give the program credibility in the eyes of the Court and other criminal justice agencies.

The single most important qualification that PEC found to be relevant for the teaching staff was a background and experience in elementary education and a thorough knowledge of the methods involved in teaching the fundamentals of arithmetic, reading and language arts.

PEC was able to recruit appropriate staff from the public and private schools in St. Louis, local criminal justice agencies like the Juvenile Probation Department, and public and private non-profit agencies funded through anti-poverty or Model Cities agencies. These same resources should be available in most communities, and it should be possible in most communities to recruit staff similar to PEC's in experience, skill, training and commitment.

9.4.2 Staff Size

PEC's current staff serves 6 classrooms of approximately 10-12 students each. Each classroom is staffed by 2 teachers plus a social worker who is shared with another classroom. In addition, the aftercare staff is composed of two people who are responsible for over 50 ex-students between them. As noted above, a student body of 60-75 is probably the minimum feasible size for the program.

If the program is to be larger when it is replicated in other communities, some categories of staff will need to be expanded as well. For every additional 10-18 youths added to the student body, two more teachers and the equivalent of at least a half-time social worker will need to be added to the program. In addition, if the student body is between 80 and 120 youths, an additional reading specialist will need to be added to the staff and the number of volunteer hours per week will need to be doubled unless the amount of individualized reading instruction is decreased and the entire remedial program severely curtailed. If the student body is increased from 120 to 150 youths, an additional increment in the staff of specialists and volunteers would be required.

The number of other support staff that PEC currently has--shop teachers and lunchroom personnel, for example--would be adequate for a student body of up to 100 youths. Any increase beyond that size would require a commensurate increase in staff.

The present administrative staff would probably not require any substantial expansion within the bounds of an expansion to 150 students, although their roles might be modified somewhat and the amount of time they work with individual classroom teams might be diminished. Given PEC's experience, it is probably wise to begin a new program based on PEC with a minimal student body--about 60 students--and a minimal staff--an Executive Director, Director of Education, a Director of Social Services, ten classroom teachers, two social workers, a curriculum specialist, a reading specialist, and supporting administrative, educational, clerical, custodial, and food service staff--and to expand the staff as the student body increases. Although PEC did not initially have the luxury of planning its growth, it seems probable that a growth rate of 50 to 60 additional students per year would let a new program adjust staff size and procedures gradually and without disruption of its on-going services to the youths already enrolled in the program.

9.5 Plant and Facility Requirements

PEC's plant--a former high school--has proven to be almost perfect for the kind of program PEC operates. It has provided PEC with a large amount of space at an affordable price--particularly spaces like the gym and the shops that are usually inordinately expensive. The building has apparently had one questionable effect on PEC, however. Interviews with PEC's administrators and staff revealed a tendency to expand the program to fit the building--that is, to attempt to find some way of utilizing all of the available space in the building.

If there are similar buildings in other communities that plan to replicate PEC's program, the program's planners and administrators may want to guard against this very natural tendency. However, in most communities, it may be difficult to find a building that is appropriate for the program. It may be necessary to adapt or rehabilitate facilities that were originally designed to serve other purposes. Large storefronts or supermarkets, small apartment buildings, recreation agencies, and large houses are often susceptible to such modification, although some activities that require specialized space (e.g., athletics or shops) might have to be conducted in a separate facility. Local public schools or "Y"'s might be asked to donate or rent gyms, athletic rooms or shops to the program on a regular basis.

The minimum requirements of a suitable facility would be:

-- Classrooms. Each class of students needs a separate classroom. PEC's classrooms are large and airy. They are large enough to allow the students space to be active--a real necessity for youths like PEC's students who are often restless and have limited patience with academic subjects. Classrooms at PEC are also very informal. Most furniture is moveable and can be grouped and re-grouped for different activities. Many of the classrooms have old armchairs and upholstered couches or sofas. Each classroom has a blackboard. Wall space is filled with topical displays and students' work.

-- Reading lab. The requirement, in this case, is for a room where students focus entirely on reading and where there is space for them to get individualized remedial assistance outside of their normal classroom. PEC's reading lab is spacious. It is furnished with tables and chairs and equipped with various machines for displaying programmed reading materials. Other reading games, books of various sorts, and reading materials are out on tables ready for use.

-- Curriculum Center. The curriculum center should be immediately accessible to the classrooms. Ideally, it should be a highly visible space that both faculty and students can see into. The best curriculum centers are open enough to invite both visual and physical exploration and provide teachers and students with the opportunity for "hands on" experience and experimentation. PEC's curriculum center is small and not very visible. Materials are stored there rather than displayed. PEC's Curriculum Specialist compensates for the inadequacy of the curriculum center by taking materials out into the classrooms. That procedure should undoubtedly be continued in any replication of PEC's program, even if a well-designed and "inviting" curriculum center is available.

-- Administrative Offices. The program's administrative offices should also be close to the classrooms or other centers of student activity in order to encourage interchange and communication between students and administrative personnel. PEC's administrative offices are off the main hallways and entrance stairway to the building so that students pass by on their way to their classrooms.

Other facilities that are desireable--but that are not necessary--are:

-- Gym and Yard. PEC is fortunate in having a gymnasium. Other programs might have to rent or borrow gyms or make do with "game rooms" or "exercise rooms" equipped with table games or moveable, athletic equipment (e.g., weights, "horse", chinning bar, punching bags, etc.).

-- Shops. Programs housed in buildings without available space for shops, or programs unable to afford the appropriate equipment, tools, and machines might be able to arrange cooperative use or rentals of another agency's facilities.

-- Kitchen and Cafeteria. There are two advantages to having food service capabilities in the same building as the classrooms. First, the program is able to provide for some of the nutritional needs of youths who may be poorly nourished otherwise; and, second, students who are served lunch in the building are more likely to attend afternoon classes.

-- Student Lounge. The student lounge gives students the opportunity to create their own environment and to have a place "that is theirs." PEC also found that it served to stimulate the development of a student council.

Finally, in addition to particular kinds of space and equipment, a program like PEC's needs one or more vehicles for use on class trips and for hauling program materials and supplies.

9.6 Program Evaluation

Programs like PEC are often in competition with other kinds of treatment programs for scarce resources. It is becoming increasingly common for both public and private funding sources to require rigorous program evaluations and to base funding decisions on the results of such assessments. Even if evaluation is not a pre-requisite for funding, communities interested in replicating PEC's program might usefully plan to include an evaluation component designed to provide the sponsoring agency and the program's administrators and staff with feedback about the programs performance and its impact on youths who are served by the program.

In some instances, state law enforcement and criminal justice planning agencies may conduct or help plan local evaluation efforts. In other communities, local colleges and universities may have faculty members who are skilled in designing and conducting program evaluations. Local and national private consulting firms may also be available to work with local programs that are interested in evaluating their efforts.

To identify appropriate resources, local sponsors that are interested in using outside resources to design and conduct evaluations of their programs might request the assistance of state criminal justice planning agencies or of local agencies that have developed "bidders lists" of competent individuals, firms and institutions.

APPENDICES

Appendix A	Case Study: Timothy Wells
Appendix B	Diagnostic Tests
Appendix C	Administrative Forms
Appendix D	Excerpts from an Aftercare Worker's Daily Report
Appendix E	Contract Between PEC and the St. Louis Juvenile Court
Appendix F	PEC Job Descriptions
Appendix G	Budget
Appendix H	Forms Used in Program Evaluation
Appendix I	MLEAC Field Review and Project Evaluation Report
Appendix J	Resource Listing

PROVIDENCE EDUCATIONAL CENTER

APPENDIX A

Case Study: Timothy Wells

Although all significant names, dates and references have been altered to insure confidentiality, the materials in this appendix are an actual case file drawn from PEC's files. The material in this appendix is designed to provide the user of this Handbook with detailed anecdotal and case material on one of PEC's students, and to provide insights on the content and process of PEC's approach to planning and implementing treatment of delinquent youths.

The case file materials include:

- An Individualized Treatment Program for a period of one month (prepared by the classroom team and auxiliary staff);
- The student's Application for Admission to PEC (prepared by the referring agency);
- The Social Investigation and Evaluation (prepared by the Juvenile Court);
- The Interview Sheet for Prospective Students (prepared by the PEC Social Worker following the Intake Staffing);
- The Monthly Summary and Evaluation Process Record (prepared by the PEC Social Worker on the student's classroom team); and,
- Reports on the student's health and mental and intellectual functioning from agencies providing testing and other ancillary services on a referral basis.

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PROVIDENCE
EDUCATIONAL-SOCIAL
INDIVIDUALIZED PROGRAM

Timothy Wells
CHILD'S NAME

DATE OF ADMISSION

Art Hayes
SOCIAL SERVICE WORKER

Sept. 10 - 30, 1973
PERIOD OF REPORT

/ / /
DAYS ABSENT/DAYS PRESENT/BOOKINGS/NATURE

Buckner, Bryson
MASTER TEACHER

Delphia Davis
TEACHER AID

I. INDIVIDUAL

Treatment Approach	By	System Response
a) Counselling-Directive	HAYES	FAIR
b) Counselling-Supportive	HAYES	FAIR
c) Supervision-Directive	Team & HAYES	GOOD
d) Supervision-Supportive	HAYES	POOR
e) Behavior Modification		
f) Psycho-Therapy		
g) Medical-Psychiatric		
h) Medical-Neurological		
i) Medical-Other		
j) Employment		
k) Other ( )		

II. FAMILY

Treatment Approach	By	System Response
a) Parent Counselling	HAYES	GOOD
b) Family Counselling	HAYES	GOOD
c) Parent Group Counselling		
d) Family Community Services		
1) Social		
2) Employment		
3) Medical		
4) Housing		
5) Other		

III. PEER

Treatment Approach	By	System Response
a) Individual Natural Peer Contact		
b) Group Activity With Natural Peer Group	HAYES	FAIR
c) Group Activity With School Peer Group		
d) Group Discussion With Natural Peer Group		
e) Group Discussion With School Peer Group	HAYES	FAIR
f) Group Therapy		

BEST COPY AVAILABLE

STUDENT: Timothy Wells DATE: 9/30/73

SUBJECT	OBJECTIVE	EVALUATION
READING Teacher:	See attached Sheet	attendance and classroom behavior causes him to progress at a very slow rate. He is capable of performing the work as outlined but needs to improve in the other areas.
LANGUAGE ARTS Teacher:	Sentence Recognition & capital letters, short middle vowel, spelling Begin autobiography	Needs much work and is conscientious once he begins. Sporadic attendance makes it difficult to reinforce learning for retention
ARITHMETIC Teacher:	Familiarize with multiplication tables — work on 2 digit x 1 digit problems — use of Telonex flash cards	Seems to know tables well up to 6x and 7x Learning is greatly hampered by infrequent attendance. Does well when he is here.
PHYSICAL ED. Teacher:	See attached Sheet	See attached Sheet
Science Teacher:	Introduce basic concepts surrounding the balance in a natural community of plants and animals through observation.	Satisfactory participation in experiments
Social Science Teacher:	Acquaint Students with States, cities and rivers adjacent to St. Louis and Missouri	Satisfactory participation in experiments
Shop Teacher:	Introduction to Basic Woodworking skills and an introduction to Drafting thru measurement	Completed two projects Did good job, has basic learning to use ruler.
_____ Teacher:		

Physical Education Objective Sept.-Oct.

Each unit of material in the physical education program is presented over a six-week period. Some activities due to their nature are taught over a shorter period of time or in conjunction with another activity. This happens to be the case for the month of Sept. and Oct.

Fitness and Testing

The criteria for the fitness test will be that explained in the President's Fitness Manual which include

Sit-up

Push-up

Shuttle-run

Standing Broad Jump

Pull-up

Objectives

1. To test the strength and endurance of the abdominal and back muscles.
2. To test the strength and endurance of the abdominal and the shoulder girdle muscles.
3. To test the strength and endurance of the anterior and posterior muscles that are located in the legs which are associated with the knee joint.
4. To make each student aware of his own physical condition.

Evaluation

This test will be given three times within the school year to

1. Show each individual his own progress.
2. Compare with the national norm.
3. To establish some standard for a school norm.

Team IV

READING OBJECTIVES

The general aim of our team's reading program are to increase comprehension of reading material by as many grade levels as the student can attain; reinforce previously acquired skills; introduce additional reading skills; develop an awareness of word spelling; increase listening, speaking, reading and writing vocabulary.

The aforementioned objectives will hopefully be met via the following specific means:

SKILLS	COMPREHENSION	VOCABULARY & SPELLING
1. Recognition of long and short vowels 2. Recognition of "y" as a consonant and a vowel 3. Identifying consonant and vowel digraphs	1. Contextual Reading 2. Sentence Completion 3. Simple questions with yes or no answers 4. Selecting titles 5. Remembering details	1. Arranging words in alphabetical order 2. Using dictionary to define words. 3. Spelling by sound 4. Comparing dictionary spelling with phonetic spelling 5. Determining word meaning from context.

A-6

PROVIDENCE

Inner-City Program School Group Home

2419 North Grand Blvd.
P.O. Box 6431
St. Louis, Missouri 63107
Phone: 652-5866

APPLICATION FOR ADMISSION

Referred by: William Russell

Agency: Juvenile Court

Request for: School X Group Home ___

Date of Application June 17, 1973

Child's Name Wells (last) Timothy (first) James (middle)

Date of Birth July 22, 1959 Age 13

Address 3201 Octavia Phone 274-8580

Name of last school attended Northridge School

Year of last school attended 1972-73 Last grade completed Special

Has child been in Residential Institution? Yes ___ No X

Name of Institution ___

Father or Father Surrogate Marvin Wells Age 41

Address 3201 Octavia Phone 274-8580

Occupation Machinist Education (grade completed) 12

Employer Weiss Welding Works Address/Phone ___

Mother or Mother Surrogate Florence Wells Age 39

Address 3201 Octavia Phone 274-8580

Occupation Nurse's Aid Education (grade completed) 12

Employer Laurel Heights Nursing Home Address/Phone 1359 Pine, 423-3000

Marital Status of Natural Parents Married Child's Rank in Family 5 of 7

Child living with Marvin & Florence Wells Relationship Parents

Address (if different from above) ___ Phone ___

JUVENILE COURT HISTORY:

Present Court Status Pending Total No. of Court Referrals 4

(2)

Date of First Referral to Court May 18, 1972

Date of Most Recent Referral May 24, 1973

Court Hearing Scheduled Yes Date June 19, 1973

Is Child in Detention No Reason

Is there a Social Evaluation Yes Is there a Psychological Evaluation Yes

Has Psychological Evaluation been scheduled No

Reason for referral to Providence: (specify presenting problem and why referred to Providence Program)

School Timothy is experiencing emotional problems probably at least in part due to a hearing and speech problem which is to be diagnosed on June 26, 1973. He has a history of school problems and requires a special school setting which would build self-confidence. Please refer to the attached social investigation for further details.

Group Home

Wilson Bryant
Signature

David Roberts
Supervisor's Signature

Date received by Providence

IN THE JUVENILE COURT

THE JUVENILE DIVISION OF THE CIRCUIT COURT

THE CITY OF ST. LOUIS

PRESIDING JUDGE: HONORABLE Gary M. Gaertner

SOCIAL INVESTIGATION

IN THE INTEREST OF:	DATE OF REPORT:
Timothy Wells	June 17, 1973
BIRTHDATE:	CASE NO: 50550
July 22, 1959 (verified)	JUVENILE OFFICER:
	William Russell

PREVIOUS POLICE AND/OR COURT HISTORY:

5-26-72 Unauthorized use of Fire Hydrant. Worker Russell. Timotny Wells was taken into custody at 12:30 p.m. at 3124 Hoffman on 5-18-72 by officer Purcell. The arrest occurred after the officer observed Timothy with a fire hydrant wrench in his hand and turning on the fire hydrant at 3124 Hoffman. The officer turned off the above hydrant and the one on the next corner east at Lake and 15th Avenues. Case serviced and closed on 7-29-72.

5-10-73 Trespassing and Peace Disturbance. Worker Russell. Timothy Wells was taken into custody at his home, 3201 Octavia, at 8:30 a.m., on 4-17-73 by Officers Moore and Keller. The arrest occurred following a complaint filed on 4-15-73 by Bruce Kelly, Assistant Principal at Hawthorne School. Mr. Kelly reported that an ex-student at Hawthorne, Timothy Wells, came into the school yard and created a disturbance. When asked to leave, Timothy used profanity and threatened Mr. Kelly with bodily harm. Sufficient evidence, warrant refused; case referred to probation department for informal adjustment. The worker closed the case on 5-27-73 by referring the family to the St. Louis Speech and Hearing Center.

5-24-73 Common Assault. Worker Russell. Timothy Wells was taken into custody at 3038 Douglass at 6:45 p.m., on 5-21-73 by Officers Flynn and Burger. The arrest occurred following a complaint by one John Bullen of 3827 Broadway (on official court supervision on a suspended commitment to MSTS). Bullen reported that he was struck on the head with a baseball bat by Timothy Wells during a fight with Timothy and his brother, Earl, William, and a sister, Dolores.

Following an investigation, Timothy Wells, Earl Wells, and John Bullen were all conveyed to the Juvenile Court and booked for common assault. All warrants were refused for insufficient evidence, and the matter was referred to the probation department for an informal adjustment. The case was closed

RE: Timothy Wells WORKER: Russell

PREVIOUS POLICE AND/OR COURT HISTORY CON'T:

on 5-27-73 after enrolling Timothy (Earl and William) in the Work Restitution Program for four weeks and referring Timothy to the St. Louis Speech and Hearing Center. On the following day, the worker learned of the petition for the present offense.

REASON FOR HEARING:

Timothy was referred to the Court on 5-20-73 by the St. Louis County Juvenile Court. On 5-10-73, Timothy allegedly attempted to steal three pair of sunglasses from the Kresge's Store, 7800 Kingston Road in St. Louis, Missouri.

Timothy has remained in the home since the alleged offense on 5-10-73. He has since received one subsequent referral for common assault. He has also been present and worked well on three Saturday mornings of the Work Program for Probationers.

COLLATERAL CONTACTS:

INFORMANTS: The child's parents, Florence and Marvin Wells, were interviewed in their home on 6-5-73. Numerous other contacts have been made with them since two other children, Earl and William, were assigned to the supervision of this worker on 2-20-73. Both parents seem interested and have been cooperative with this court representative.

CONTACTS WITH OTHER AGENCIES:

St. Louis Speech and Hearing Center. The Center was contacted by telephone on 6-8-73 to verify Timothy's appointment for a hearing evaluation. Timothy has such an appointment scheduled for 2:30 on 6-26-73. The Center is capable of providing diagnostic and treatment services for an apparent hearing and speech disorder.

FAMILY HISTORY:

HOME: Timothy resides with both parents, four sisters, two brothers and a nephew at 3201 Octavia. The residence is a one story brick home which includes three bedrooms, living room, kitchen and an ample basement which has been partially converted for additional living quarters for Timothy, Earl and William. A home visit made on 6-5-73 revealed that the residence is nicely furnished and was neat and orderly. Mr. and Mrs. Wells are purchasing the residence and make monthly installment payments of $106.00. The family moved to their present location in 1962.

FATHER: Marvin Wells was born in St. Louis on 12-1-32. He was the youngest of eight children. Mr. Wells reports that he finished high school and two years of business college before beginning employment as a machinist at Weiss Welding Works. He was employed there between 1956 and 1967. With the promise of a higher salary, he worked for the Kramer Tool Co., from 1967 to 1970 but returned to his former employer. He currently works from 3:30 p.m.

RE: Timothy Wells WORKER: Russell

FAMILY HISTORY CON'T:

to midnight Monday through Friday and grosses approximately nine hundred dollars per month.

MOTHER: Florence Wells was born in St. Louis on 2-21-34. She was the fourth of eight children. She reports that she has completed high school and began work about three years ago when her youngest child, Christine, started school. Mrs. Wells has been working as a nurse's aid at the Laurel Heights Nursing Home. She works from 6:30 a.m. to 3:00 p.m. Sunday through Friday and earns approximately three hundred dollars per month. Mrs. Wells has stated that she has been suffering from hypertension for the past sixteen years.

PARENTS' ATTITUDE: Marvin and Florence Wells blame Timothy for the present offense. He has admitted that he tried to steal the sunglasses. His parents feel that they are capable of discipline supervision and care for Timothy but they also admit that he has problems in which they need assistance. They feel that Timothy is angry and depressed because of an apparent hearing handicap. They are willing to seek help with this problem.

OTHER FAMILY INFORMATION:

The other children are Andrea (BD: 9-2-53), Alicia (BD: 12-11-55), Dolores (BD: 1-14-56), Earl (BD: 8-15-58), William (BD: 12-1-61) and Christine (BD: 5-16-66). Dolores, Earl, and William are also known to the Court. Dolores received a referral on 9-6-71 for peace disturbance and loitering (a group demonstration at Westside High School), serviced and closed on 1-27-72. Dolores is a student at Westside High School, and has a pre-school age son, Michael who also lives with the family. Earl has three referrals and William has one referral. At a hearing held on 1-21-73, Earl and William were found to have committed a common assault and were both placed on official court supervision on a suspended commitment to Missouri Hills. They have been cooperative in keeping weekly appointments with the worker and following my instructions. There seem to be no special problems between Timothy and his siblings. However Timothy is most argumentative with William.

PERSONAL HISTORY:

EARLY DEVELOPMENT: Timothy was a full term baby born without complications. Mrs. Wells stated that Timothy was unusually prone to illness in his childhood. He seemed to catch everything. She went so far as to state that the family moved to their present home in 1962 because the family physician recommended gas heat for Timothy over the coal burning furnace which they had in their last residence.

RE: Timothy Wells WORKER: Russell

HEALTH:

Timothy is a black male who is five feet four inches tall and weighs one hundred pounds. He is of medium complexion with brown eyes and black hair. Mrs. Wells reports that Timothy gets sick when he becomes overly exerted.

Timothy has an apparent hearing and speech disorder. The problem reportedly was initially diagnosed by the school doctor at Northridge School who stated that Timothy would be totally deaf in his left ear by age seventeen.

SCHOOL:

No direct school contact can be made during the summer vacation. However Mr. and Mrs. Wells stated that Timothy was suspended from Hawthorne School in 1971 for behavior problems. He began school at Northridge School in September of 1971 and continued there until around January of 1973. Mrs. Wells reported that Timothy enjoyed school there and did well because he liked his teacher, Sister Frances. However when Sister Frances left the school, Timothy's school problems resumed. Mrs. Wells stated that she then stopped sending Timothy to the school because they could no longer afford it. She attempted to enroll Timothy in the public schools but could not make the arrangements. Thus Timothy did not attend any school for the second semester of the past school year.

EMPLOYMENT: None.

LEISURE TIME ACTIVITIES:

Timothy enjoys boxing, basketball and football. However his parents won't permit him to participate because of health reasons. Timothy and his parents report that he has no close friends.

RELIGION:

Timothy is Baptist but is inactive in Church.

GENERAL PERSONALITY:

When asked, Timothy said he didn't think about himself. He said he has no problems and gets along with people. However he also said that he has no friends, nor does he need them.

CHILD'S ATTITUDE:

Timothy admits and accepts responsibility for his behavior. He stated that he doesn't know why he tried to steal the sunglasses. He said he had three dollars in his pocket at the time.

Timothy has a very negative attitude. He appears sullen and angry and his verbal responses are generally short and gruff, especially if you must ask him to repeat himself. He also has a short temper.

RE: Timothy Wells WORKER: Russell

PSYCHOLOGICAL OR PSYCHIATRIC EVALUATION:

Timothy was given a psychological evaluation on 7-2-71 by the Rev. Raymond A. Hampe, Ph.D., Associate Director, Department of Special Education, Archdiocese of St. Louis. A battery of three tests were administered. Timothy was referred by Malcolm Bliss Mental Health Center for placement in special class due to behavior problems at school (Hawthorne).

Timothy was seen as functioning in the Borderline to slow range of mental ability with probable higher potential which is unavailable due to emotional factors and major weakness in his grasp of language concepts. "Timothy is an immature, willful, anxious, sensitive boy who has strong achievement motivation and desires to be accepted. He does not see himself as being successful and accepted and therefore is greatly frustrated." Timothy projected hostility toward the examiner but cooperated. No obvious sensory or motor impairments were noted.

In summary, Timothy was seen as being anxious for success but expecting failure. Recommendations were for the parents to offer additional responsibilities and privileges marked by confidence in his ability to succeed. A special school placement was offered to eliminate the normal school's constant source of negative self evaluation.

SUMMARY AND EVALUATION:

This is the matter of Timothy Wells who will be fourteen years old on 7-22-73. Timothy is before the court for stealing three pair of sunglasses from the Kresge's Store in St. Louis, Missouri on 5-10-73. He admits doing so but offers no explanation. Timothy has a total of four referrals to the court, three of which occurred in June of this year.

Timothy's home situation is satisfactory. The parents are responsible working people who are purchasing a home. They express interest in their children and have demonstrated cooperation with this worker in connection with Earl and William who are currently under supervision. The parents acknowledge that Timothy is a "problem child" and Mrs. Wells brought Timothy to my attention even before he officially came to the attention of the court.

Timothy is seen as an angry and frustrated youth. He has a low tolerance for frustration and a short temper which displays it. Timothy is sensitive to failure and has come to expect it of himself. He professes no problems which require connection but seems capable of following advice and instructions.

Timothy apparently has some form of hearing and speech disorder. Mrs. Wells feels that his hearing is poor and speculates that Timothy has learned to compensate somewhat by learning to read lips. His speech is characterized by brief, to-the-point statements which are rather unclear. Timothy's schedule for a thorough hearing evaluation on 6-26-73.

RE: Timothy Wells WORKER: Russell

SUMMARY AND EVALUATION CON'T:

Timothy is seen as an appropriate candidate for rehabilitation within the community. His three referrals in June of 1973 seem to indicate that his need to act out has reached a peak level. Although angry and frustrated at the world around him, Timothy's referrals are not of a serious nature. He is therefore not regarded as a serious threat to persons or property although his unstable emotional characteristics might indicate some further form of striking back. However a strong incentive can be offered to curb recidivism.

The plan for Timothy involves a thorough hearing and speech evaluation and follow-up on recommendations made for therapy. Timothy should also undergo psychiatric therapy, most realistically at the Child Guidance Center. Further, Timothy should be enrolled in a special school setting where teaching is individualized and tutorial in nature and where the program is stimulating and regarding for appropriate behavior. Such programs are offered at Providence School and Project Door. No firm recommendation can be made in regard to a specific school, as the referral procedure is still underway. Furthermore, Timothy should have a regular weekly appointment with his Deputy Juvenile Officer for further counseling and to coordinate plans.

ALTERNATIVE PLANS:

Placement in either a community group home or at Missouri Hills. Placement outside of the home has been ruled out because Timothy's problems do not include poor parental supervision. Rather, his problem involves insecurity which can best be treated in his home.

RESTITUTION:

The Victim Assistance Program report states that there was no loss suffered by the Kresge's Store, as the three pair of sunglasses involved were recovered. Therefore there is no monetary reimbursement indicated. Furthermore, Timothy has worked well the past three Saturdays in the Work Program for Probationers. He has one more Saturday left in the original enrollment from the informal adjustment, so it is felt that he has made ample service restitution to the community.

PLAN:

It is therefore recommended that Timothy Wells be committed to the Division of Children's Service for placement at Missouri Hills. Further that the commitment be held in abeyance and said minor remain in the home of his parents on Official Court Supervision and subject to the following special rules. That said minor cooperate in prescribed hearing and speech therapy.

RE: Timothy Wells WORKER: Russell

PLAN CON'T:

To cooperate in prescribed psychiatric therapy. To keep a weekly appointment with the Deputy Juvenile Officer through September of 1973. And further that the Deputy Juvenile Officer investigate an appropriate school setting for said minor for the fall term of 1973.

RESPECTFULLY SUBMITTED:

William Russell

William Russell
Deputy Juvenile Officer

APPROVED BY:

Susan Davidson

Susan Davidson
Acting Supervisor

PROVIDENCE EDUCATIONAL CENTER

Interview Sheet for Prospective Students

DATE: 7/24/73

RE: TIMOTHY WELLS

Date application was received: 7/18/73

Date of interview: 7/18/73

Persons present for interview: FATHER + DJO RUSSELL

If parents or guardian is not present, why? N/A

Impression:

Student: Appears quite hostile. Said very little when asked direct questions asked as if he didn't hear or replied "I don't know." Negative attitude

Parents:

DJO or Worker: Mr. Russell feels Timothy lacks self-confidence. Needs Provided setting & individual attention

RECOMMENDATIONS: Accept with (1) Individual counselling weekly (2) Work closely with family & DJO (3) Get complete health report from Court.

INTERVIEWED BY: ART HAYES

Letter of acceptance ✓ /denial _____ mailed: 7/30/73

Sample of Social Worker's Monthly Text Record

Timothy Wells Worker: Art Hayes

MONTHLY SUMMARY & EVALUATION - September
Providence. It appears that he has not accepted Providence and he is still determined to do as he pleases. He has been absent a total of 5 days and tardy 1 day. His psychological evaluation indicates that he is "an immature, willful, anxious, sensitive boy who has shown achievement motivation and desires to be accepted. He does not see himself as being successful and accepted and therefore is greatly frustrated. He has a low tolerance for frustration and his short temper displays this.

Timothy has some form of hearing speech disorder, according to his mother; however, he was seen for a hearing evaluation at the St. Louis Hearing and Speech Center on 8/10 at the request of City Hospital and it was determined that "his high frequency loss should not affect his hearing function in the classroom.

GOALS: improve school attendance
continued individual counseling
aid in accepting himself and his frustration via counseling sessions

MONTHLY SUMMARY & EVALUATION - October
Timothy's attendance is still a problem. During the month, he was absent 8 days and tardy 4 days. There is a definite need for improvement in this area. Last month he was absent 5 days and tardy 1 day. I have discussed Timothy's absenteeism with both his mother and father. On three occasions Mr. Wells said he kept Timothy hom, but he didn't give me a valid explanation or reason for keeping Timothy home. I discussed the importance of Timothy attending school daily with his parents and advised them that in the event it is necessary to keep Timothy out of school, please inform the school.

I had four individual group sessions with Timothy during the month. He still hasn't learned to relax and speek freely. He still seems hostile and resentful to authority figures.

Timothy's absenteeism is affecting his learning. Reading teacher, Augustine Spearman, stated that Timothy's attendance and classroom behavior causes him to progress at a very slow rate. He is capable of performing the work outlined but he needs improvement behavior-wise and attendance-wise.

Language teacher states that Timothy needs much work and is conscienscious once he begins class work. However, his sporadic attendance makes it difficult to reinforce his learning for retention.

Arithmetic teacher states that Timothy seems to know his multiplication table up to the 7's but learning is greatly hampered by his infrequent attendance.

His shop and science teacher said that his work is satisfactory. No referrals to Juvenile Court during the month.

Timothy Wells Worker: Art Hayes

MONTHLY SUMMARY & EVALUATION-October Con't

GOALS:
1) Improve school attendance
2) Work closely with Court assigned DJO
3) Work closely with parents to improve attendance
4) Continue weekly counseling sessions to reinforce positive behavior

A-18

Letter from St. Louis Hearing & Speech Center:

August 13, 1973

Providence School
Grand & North Market
St. Louis, Missouri 63106

Re: Timothy Wells
3201 Octavia
St. Louis, Missouri 63115
B/D: 7/22/59

Dear School Nurse:

The above named child was seen for a hearing evaluation at this Center on August 10, 1973 at the request of City Hospital. Enclosed, please find a copy of our test results.

His high frequency loss should not affect his hearing function in the classr-om.

Please contact this Center should you have further questions regarding our findings or recommendations.

Sincerely yours,

M.A.
Audiologist, CCC-A

Enc. test results

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ST. LOUIS HEARING & SPEECH CENTER
3600 NORTH GRAND BOULEVARD
ST. LOUIS, MISSOURI 63107

Phone: 534-4111

DATE 8/10/73 _____ HOUR: _____

NAME Timothy Wells

ADDRESS 3201 Octavia, St. Louis, Mo.

BIRTHDATE 7/22/59 AGE 14

EXAMINERS: Judith A. Eckert, M.A., CCC-A

AUDIOMETERS MA-24

LEGEND

	Left (Blue)	Right (Red)	No Response
Air	X-X	O-O	X O
Masked	□-□	Δ-Δ	□ Δ
Bone	< <	> >	< >
Masked	< <	▷ ▷	◁ ▷

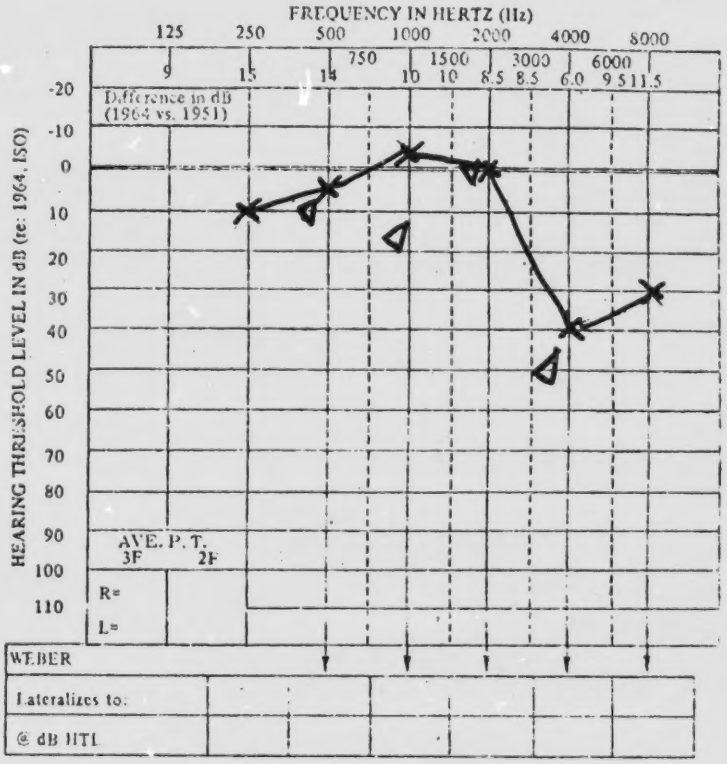
HEARING AID

Make: Model:

Receiver: Battery:

Gain Setting: Tone Setting:

Ear: Other:



WEBER						
Lateralizes to:						
@ dB HTL						

SPEECH AUDIOMETRY

	SRT	Masking	Discrimination %	Discrimination Level	Discrimination Masking
R	5		100	40	
L	0		100	40	
R					
L					
SF					
Aid					

SRT Lists:

Discrimination Lists: KG PD50-LV

MASKING LEVELS

FREQUENCY		125	250	500	1000	2000	4000	8000
In Right (testing left)	Air							
	Bone			50			50	
In Left (testing right)	Air							
	Bone			50			50	

TONE DECAY

Freq.	250	500	1000	2000	4000	6000	8000
Right							
Left							

SISI

(% correctly identified)

Freq.	250	500	1000	2000	4000	6000	8000
Right							
Left							

ADDITIONAL TESTS

☐ Alternate Binaural Loudness Balance ☐ Bekesy Audiometry ☐ Other ☐ None

Comments

HISTORY: The ENT history was reported to be negative. Mr. Wells does not feel that his son has difficulty hearing. Timothy is currently enrolled in special classes at Providence School.

FINDINGS: These test results indicated normal hearing bilaterally for pure tones from 250Hz through 2000 Hz with a mild sensori-neural hearing loss bilaterally at 4000 Hz and 8000 Hz. The monaural speech reception thresholds and discrimination scores were within normal limits.

RECOMMENDATIONS: The following recommendations were made for Timothy:

1) That he obtain an otologic evaluation.

2) That he have his hearing re-evaluated every 2 years.

[redacted], M.A.

Audiologist, CCC-A

Letter from the Department of Special Education, Archdiocese of St. Louis:

June 24, 1972

Miss Kathy Cummins
Twenty-Second Judicial Circuit
Juvenile Division
920 North Vandeventer
St. Louis, Mo. 63108

Dear Miss Cummins:

Re: Timothy Wells

Enclosed please find a copy of our report of the above named child who was evaluated at the Catholic Guidance Center. It gives an overview of the case including psychological data, social history information, reading assessment, and recommendations. This confidential information is forwarded to you for your information and files.

Thank you for your cooperation.

Sincerely yours,

, Ph.D.
Associate Director
Department of Special Education

re: Timothy Wells

Remarks and recommendations:

1. Father was advised that the parents should increase his feelings of self worth by way of increased responsibilities and privileges and that their approach to him should be always marked by confidence in his ability to succeed.

2. I do not think that Timothy can succeed in the normal school placement and that placement in such a situation is a constant source of negative self evaluation. We have offered a placement in our Special Class at Blessed Sacrament School. The parents are to notify us of their intentions.

Department of Special Education
Archdiocese of St. Louis
4472 Lindell Blvd.
St. Louis, Mo. 63108

No. 7313

PSYCHOLOGICAL REPORT

July 2, 1971

re: Timothy Wells
b.d.: July 22, 1959

A. Referral basis: Timothy was referred by Malcolm Bliss Mental Health Center for placement in Special Class. He has been a behavior problem at school. He has been insulting to teachers and threatening to other youngsters. His school work is poor.

B. Test date: 7/1/71

Stanford-Binet (L-M): C.A. 11-11; M.A. 9-3; I.Q. 79
Bender Gestalt Visual Motor Test
Reading level: lower 3rd grade. Average lower
Oral reading: upper 3rd grade. to middle 3rd.
We are not sure just what school grade he should really be in but last year he was marked 4th grade. He is almost 2 years below the end of 4th grade. (per: Miss Buck)

C. Interpretation:

1. Mental ability:
Timothy is functioning in the Borderline to Slow Learning range of mental ability. There is probably higher potential present but it is unavailable to him due to emotional factors and major weakness in his grasp of language concepts. His attention and concentration skills are weak and are easily upset by anxiety. His perception of form and space relationships is good but there is some mild immaturity in his reproduction of those relationships. Recall of visual and auditory data is basically good but is weakened by his poor attention skills which weaken the initial impression.

2. Emotional factors:
Timothy is an immature, willful, anxious, sensitive boy who has strong achievement motivation and desires to be accepted. He does not see himself as being successful and accepted and therefore is greatly frustrated. The resulting anger is projected outwards toward the situation and the people who might be involved. The hint of possible failure engenders the anxiety that impairs his intellectual functioning. Timothy is the fifth of seven children and he is having difficulty establishing himself as a worthwhile person.

3. Social factors:
He projected a great deal of hostility toward the examiner but readily accompanied the examiner and cooperated with him. I

C. Interpretation (Cont'd)

think that he will respond well to warm firm controls that are in an atmosphere that indicates confidence in and a liking for Timothy.

4. Physical factors:
No obvious sensory or motor impairments were noted. There may be some mild cerebral dysfunctioning present but this test could not vouch for its presence.

In Summary: Timothy Wells is functioning in the Borderline to Slow Learning range of mental ability. He is anxious for success but expects failure.

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	Parents or Guardian	Address	Birth Date	Birth Place	Employer	Income
1	Marvin Wells	3201 Octavia	12-1-32	St. L	Weiss Welding Works	$225/wk
2	Florence Wells (Smith)	3201 Octavia	2-21-34	"	Kresge's Store	$115/bi-wk
3						
4						

	Children Chronological Order	Address	Child of	Sex	Birth Date	Birth Place	School or Occupation
5	Andrea	3201 Octavia	1/2	F	9/2/53	St. L	Airline Hostess
6	Alicia	"	"	F	12-11-55	"	Westside HS 12
7	Dolores	"	"	F	1-14-56	"	" 10
8	Earl	"	"	M	8-15-58	"	Hawthorne 8
9	Timothy	"	"	M	7-22-59	"	Northridge
10	William	"	"	M	12-1-61	"	Hawthorne 5
11	Christine	"	"	F	5-16-66	"	Hawthorne 1

	Others in Home	Relation	Employer	Income
	Michael Victor Wells	#7		

APPENDIX B

Diagnostic Tests

Copies of the diagnostic tests used by PEC to assess each student's educational deficiencies are included in this appendix. For the reader's information, the front page of the Spache Diagnostic Reading Scales is included as well. Copyright laws prevent the inclusion of a copy of the entire instrument in this Handbook. Copies of the Spache may be purchased from the publisher.

HOW MUCH DO YOU KNOW ALREADY?

Read each sentence below. Decide whether or not the underlined word or words are used correctly. If they are used incorrectly, choose the correct word or words from the choices lettered (a) to (d) on the right hand side of the page. Put a check in the space next to the letter choice you make. Choice (a) is always the same as the underlined word or words in the sentence. When the word is used correctly in the sentence, put a check in the space next to choice (a).

Take as much time as you need to finish. Skip those sentences you aren't sure of, but mark them wrong when you check your answers.

1. Sara went into the store, and <u>it</u> bought a pair of shoes.
   1. (a)_____it
      (b)_____she
      (c)_____they
      (d)_____he

2. She <u>pick</u> cherries in Wisconsin.
   2. (a)_____pick
      (b)_____picks
      (c)_____picking
      (d)_____pick's

3. Right now, I <u>wash</u> the dog.
   3. (a)_____wash
      (b)_____washed
      (c)_____am washing
      (d)_____was washing

4. <u>They</u> buys bananas.
   4. (a)_____They
      (b)_____We
      (c)_____He
      (d)_____I

5. She <u>will goes</u> tomorrow.
   5. (a)_____will goes
      (b)_____is go
      (c)_____will go
      (d)_____wills go

6. Hector <u>went</u> tomorrow.
   6. (a)_____went
      (b)_____will goes
      (c)_____will go
      (d)_____wents

7. I <u>will sneeze</u>.
   7. (a)_____will sneeze
      (b)_____am sneeze
      (c)_____is sneeze
      (d)_____will sneezed

8. He <u>blowed</u> his horn.
   8. (a)_____blowed
      (b)_____blew
      (c)_____blews
      (d)_____will blew

9. Maria answered soft.

9. (a)_____soft
(b)_____softed
(c)_____softing
(d)_____softly

10. They done it a few minutes ago.

10. (a)_____done
(b)_____do
(c)_____does
(d)_____did

11. I is happy.

11. (a)_____is
(b)_____am
(c)_____are
(d)_____were

12. She was happy last week.

12. (a)_____She
(b)_____You
(c)_____They
(d)_____We

13. The men will been happy.

13. (a)_____will been
(b)_____will being
(c)_____will be
(d)_____be

14. The bill came. He had "For sale of food" written on it.

14. (a)_____He
(b)_____It
(c)_____They
(d)_____Its

15. Neither Jesse nor his brother are sure.

15. (a)_____are
(b)_____is
(c)_____were
(d)_____be

16. He has worked there until last year.

16. (a)_____has worked
(b)_____have worked
(c)_____worked
(d)_____is working

17. Its raining.

17. (a)_____Its
(b)_____It
(c)_____Its'
(d)_____It's

18. Elmer don't want it.

18. (a)_____don't
(b)_____doesn't
(c)_____do not
(d)_____isn't

19. What kind of a place is this?

19. (a)_____kind of a
(b)_____kind a
(c)_____kind of
(d)_____kind a of

20. Go and lay down for a while.

20. (a)_____lay down
(b)_____lie down
(c)_____laid down
(d)_____lain down

21. Are you sure.

21. (a)_____sure.
(b)_____sure!
(c)_____sure?
(d)_____sure,

22. There is your tools.

22. (a)_____is
(b)_____be
(c)_____was
(d)_____are

23. Anybody who wants my car can have it.

23. (a)_____wants
(b)_____will wants
(c)_____want
(d)_____has want

24. One of the detectives look for fingerprints.

24. (a)_____look
(b)_____will looked
(c)_____looks
(d)_____has look

25. Malcolm X was born on May, 19, 1925.

25. (a)_____May, 19, 1925.
(b)_____May, 19 1925.
(c)_____May 19 1925.
(d)_____May 19, 1925.

26. Just between the three of us, he's wrong.

26. (a)_____between
(b)_____with
(c)_____among
(d)_____for

27. Andrea and Pete likes folk rock music.

27. (a)_____likes
(b)_____like
(c)_____had like
(d)_____has liked

28. I had a sandwich, a glass of milk, and a piece of cake for lunch.

28. (a)_____milk, and
(b)_____milk and
(c)_____,milk and
(d)_____milk, and,

29. He fooled <u>hisself</u>.

29. (a)_____hisself.
(b)_____himself.
(c)_____theirself.
(d)_____myself.

30. It's <u>me</u>.

30. (a)_____me.
(b)_____her.
(c)_____I.
(d)_____him.

31. I don't think it was <u>him</u> who did it.

31. (a)_____him
(b)_____it
(c)_____his
(d)_____he

32. Listen, between <u>you and me</u>, she's lying.

32. (a)_____you and me,
(b)_____she and I,
(c)_____you and I,
(d)_____them and I,

33. Don't give it to <u>her or I</u>.

33. (a)_____her or I.
(b)_____she or I.
(c)_____she or me.
(d)_____her or me.

34. I <u>can't hardly</u> believe her.

34. (a)_____can't hardly
(b)_____can hardly
(c)_____can't not
(d)_____can't do nothing but

35. <u>They</u> doesn't drink.

35. (a)_____They
(b)_____He
(c)_____We
(d)_____I

36. <u>They're</u> ours.

36. (a)_____They're
(b)_____There
(c)_____Their
(d)_____Here

37. <u>Who's</u> coat is this?

37. (a)_____Who's
(b)_____Whose
(c)_____Who'se
(d)_____whos

38. Before he went, he <u>had had</u> a cup of coffee.

38. (a)_____had had
(b)_____ has had
(c)_____have
(d)_____have had

39. I don't know nothing.

39. (a)_____I don't know nothing.
(b)_____I don't know anything.
(c)_____I don't hardly know.
(d)_____I don't scarcely know nothing.

40. I dieted all Spring and Winter so I could wear a bikini in the Summer.

40. (a)_____Spring... Winter ...Summer.
(b)_____spring... Winter ...Summer.
(c)_____spring... winter ...summer.
(d)_____Spring... Winter ...summer.

41. "How can I give you a match," he asked, when I have my hands full?

41. (a)_____when I have my hands full?
(b)_____"when I have my hands full?"
(c)_____"When I have my hands full?
(d)_____"when I have my hands full"?

42. "He shouted, They've landed!"

42. (a)_____"He shouted, They've landed!
(b)_____"He shouted," They've landed!
(c)_____He shouted, "They've landed!"
(d)_____He shouted, They've landed!

43. The car struck they.

43. (a)_____they
(b)_____him
(c)_____I
(d)_____he

44. There is the cat who caught the rat.

44. (a)_____who
(b)_____that he
(c)_____that
(d)_____he

45. He tried hardly.

45. (a)_____hardly.
(b)_____harding.
(c)_____harded.
(d)_____hard.

46. My husband a factory worker, is on strike.

46. (a)_____My husband a factory worker,
(b)_____My husband, a factory worker,
(c)_____My husband a factory worker
(d)_____My husband, a factory worker

47. I am more careful than him.

47. (a)_____him.
(b)_____I.
(c)_____he.
(d)_____our.

48. The eight bald men drank the coldest beer than the seven fat women did.

48. (a)_____the coldest beer
(b)_____cold beer
(c)_____colder beer
(d)_____the more colder beer

49. The men in fact, know nothing about the strike.

49. (a)_____men in fact, know
(b)_____men, in fact, know
(c)_____men in fact know
(d)_____men, in fact know

50. The bar will measure six feet long, and the dance floor is no bigger than a dime.

50. (a)_____is
(b)_____are
(c)_____will be
(d)_____was

51. He put on his new shoes, found his hat, and goes out to get Valerie.

51. (a)_____goes
(b)_____had gone
(c)_____went
(d)_____is going

52. Everyone brought their own sandwich.

52. (a)_____their
(b)_____her
(c)_____his
(d)_____our

53. Some things are as plain as <u>people's</u> noses.

53. (a)_____people's
(b)_____peoples'
(c)_____peoples
(d)_____people

54. <u>When he turned the corner</u>.
<u>He saw her</u>.

54. (a)_____When he turned the corner, He saw her.
(b)_____When he turned the corner! He saw her.
(c)_____When he turned the corner, he saw her.
(d)_____When he turned the corner he saw her.

55. This "improved" instant coffee is <u>more bad</u> than the old one.

55. (a)_____more bad
(b)_____worse
(c)_____badder
(d)_____bad

HOW MUCH DO YOU ALREADY KNOW?

Below are problems in addition, subtraction, multiplication, and division. Do as many of them as you can. This will help you find out how much you know already. It will also help you find out which areas of math you should study.

TRY IT - YOU'LL LIKE IT!

Work out each problem and write your answer in the blank space on the right.

1. $\begin{array}{r} 4 \\ +\ 5 \\ \hline \end{array}$

2. $6 + 3 =$

3. $\begin{array}{r} 34 \\ +\ 53 \\ \hline \end{array}$

4. $\begin{array}{r} 245 \\ +\ 112 \\ \hline \end{array}$

5. $\begin{array}{r} 2 \\ 4 \\ 0 \\ 1 \\ +\ 2 \\ \hline \end{array}$

6. $\begin{array}{r} 38 \\ +\ 47 \\ \hline \end{array}$

7. $\begin{array}{r} 4{,}732 \\ +\ 3{,}624 \\ \hline \end{array}$

8. $\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$

9. $6 - 4 =$

10. $\begin{array}{r} 263 \\ -\ 142 \\ \hline \end{array}$

11. $\begin{array}{r} 5{,}734 \\ -\ 2{,}868 \\ \hline \end{array}$

12. $\begin{array}{r} 703 \\ -\ 534 \\ \hline \end{array}$

13. $\begin{array}{r} 8 \\ \times\ 9 \\ \hline \end{array}$

14. $\begin{array}{r} 36 \\ \times\ 2 \\ \hline \end{array}$

15. $\begin{array}{r} 146 \\ \times\ 2 \\ \hline \end{array}$

16. $\begin{array}{r} 978 \\ \times\ 68 \\ \hline \end{array}$

17. $\begin{array}{r} 244 \\ \times\ 102 \\ \hline \end{array}$

18. $8\overline{)\ 72}$

19. $3\overline{)\ 123}$

20. $4\overline{)\ 35}$

21. $43\overline{)\ 129}$

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____

22. $325\overline{)\ 6{,}847}$

23. $\frac{2}{8} + \frac{1}{8} =$

24. $\frac{5}{8} - \frac{2}{8} =$

22. _____

23. _____

24. _____

25. $7\ \frac{1}{3}$
$-\ 2\ \frac{2}{3}$

26. $\frac{1}{2} + \frac{1}{4} + \frac{1}{8} =$

27. $\frac{2}{3} - \frac{1}{2} =$

25. _____

26. _____

27. _____

28. $\frac{1}{3} \times \frac{1}{3} =$

29. $2\ \frac{1}{2} \times \frac{3}{4} =$

30. $\frac{2}{3} \times \frac{6}{7} =$

28. _____

29. _____

30. _____

31. $\frac{1}{5} \div \frac{1}{10} =$

32. $.33 + .1 + .015 =$

31. _____

32. _____

33. _____

34. _____

33. $\$\ .78$
$+\ .48$

34. $.35$
$-\ .12$

35. $.1$
$\times\ .1$

35. _____

36. _____

37. _____

38. _____

36. 4.1
$\times\ 3.2$

37. $5\overline{)\ 3.5}$

38. $3.45\overline{)\ 6.9}$

39. _____

40. _____

41. _____

42. _____

43. _____

39. 1yd. 2ft.
$+$ 3yd. 1ft.

40. 8 oz.
$+$ 8 oz.

41. 3hr. 10min.
1hr. 49min.

42. 2lb. 6oz.
$\times$ 4

43. $3\overline{)\ 4\text{qt. } 1\text{pt.}}$

Examiner's Record Booklet

devised by George D. Spache

DIAGNOSTIC READING SCALES

REVISED EDITION

Student's Name _____ Date _____

School _____ City _____ Grade _____

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Acknowledgments

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PROVIDENCE EDUCATIONAL CENTER

APPENDIX C

Administrative Forms

Copies of all forms used by PEC in the operation and administration of the program are included in this appendix. They are:

1. Application for Admission to PEC
2. Interview Sheet for Prospective Students
3. Authorization for Release of Information
4. The Individual Treatment Plan forms (PEC has changed Treatment Plan forms three times; all three sets of forms are included.)
5. Referral for Individual Counseling
6. Student Behavior Contracts
7. Monthly Home Visiting Schedule
8. Individual Counseling Schedule
9. Monthly Attendance form
10. Student Educational Report
11. Staff Evaluation forms for Teachers and Social Workers
12. Social Worker's Weekly Schedule
13. Bus Pass form

Each form is annotated. The use and purpose of each form is indicated; the person responsible for completing each form and the routing each form follows is specified; any procedural steps are detailed; and the time and frequency of each form's use is noted.

Note to the User

1) Application for Admission to PEC

1. Filled out by referring agency when a child seems to fit into the Providence program. Agencies are generally Juvenile Court, Missouri Hills, Group Homes.
2. The application is received at Providence along with any social, psychological and educational material available. If the application is for the Group Home, the Director of Providence receives it; if the application is for the school, it is first reviewed by the Director of Social Service and then the principal. This is then placed in a folder for interview.
3. If the application and information from referring agency shows a child within the Providence guidelines, an interview is scheduled with referring agency, parents, child, social service worker, principal being present. Everyone except child and parents would have read the application and accompanying information. Based on the information and the interview, the child is either accepted or rejected.
4. For the Group Home, the same information is required and the interview includes Executive Director, Group Home counselor, referring agency, child and parents.

PROVIDENCE

Inner-City Program School . Group Home

2419 North Grand Blvd.
P.O. Box 6431
St. Louis, Missouri 63107
Phone: 652-5866

APPLICATION FOR ADMISSION

Referred by:_____ Request for: School_____

Agency:_____ Group Home___

Date of Application_____

Child's Name_____
(last) (first) (middle)

Date of Birth_____ Age_____

Address_____ Phone_____

Name of last school attended_____

Year of last school attended_____ Last grade completed_____

Has child been in Residential Institution? Yes___ No___

Name of Institution_____

Father or Father Surrogate_____ Age_____

Address_____ Phone_____

Occupation_____ Education (grade completed)_____

Employer_____ Address/Phone_____

Mother or Mother Surrogate_____ Age_____

Address_____ Phone_____

Occupation_____ Education (grade completed)_____

Employer_____ Address/Phone_____

Marital Status of Natural Parents_____ Child's Rank in Family___

Child living with_____ Relationship_____

Address (if different from above)_____ Phone_____

JUVENILE COURT HISTORY:

Present Court Status_____ Total No. of Court Referrals_____

Date of First Referral to Court_____

Date of Most Recent Referral_____

Court Hearing Scheduled_____Date_____

Is Child in Detention_____Reason_____

Is there a Social Evaluation_____Is there a Psychological Evaluation_____

Has Psychological Evaluation been scheduled_____

Reason for referral to Providence: (specify presenting problem and why referred to Providence Program)

School_____

_____

_____

_____

_____

Group Home_____

_____

_____

_____

_____

_____
Signature

_____
Supervisor's Signature

Date received by Providence_____

Note to the User

2) Interview Sheet for Prospective Students

1. Filled out at the initial interview of a prospective student.
2. It is filled out by the social service worker assigned to that interview.
3. Sheet is given to social service worker in whose class child is placed.
4. Used to give very superficial impression to social worker receiving case.

PROVIDENCE EDUCATIONAL CENTER

Interview Sheet for Prospective Students

DATE: _____

RE: _____

Date application was received: _____

Date of interview: _____

Persons present for interview: _____

_____

If parents or guardian is not present, why? _____

_____

Impression: _____

Student: _____

_____

Parents: _____

_____

DJO or Worker: _____

RECOMMENDATIONS: _____

_____

_____

INTERVIEWED BY: _____

Letter of acceptance _____/denial _____ mailed: _____

Note to the User

3a) Student Acceptance Letter

1. Filled out after interview of prospective student.
2. Filled out by Director of Social Service.
3. Sent to parents or guardian of child.
4. Used to note acceptance of student and give specific starting date.

PROVIDENCE SCHOOL

652-5866

2419 North Grand
St. Louis, Missouri 63108

Dear

This letter is to inform you that your application requesting admission of _____ to the Providence Educational Center has been accepted as of _____.

Very truly yours,

Note to the User

3b) Student Rejection Letter

1. Filled out after interview of prospective student.
2. Filled out by Director of Social Service.
3. Sent to parents or guardian of child.
4. Used to note rejection of student and give specific reason why student was rejected.

PROVIDENCE SCHOOL

652-5866

2419 North Grand
St. Louis, Missouri 63108

Dear

This letter is to inform you that your application requesting admission of _____ to the Providence Educational Center has been rejected because he/she does not fall within the guidelines set forth by the Providence Educational Center.

We are presently not equipped to meet his/her needs. However, we appreciate your interest in our program and if we can be of further service to you, please feel free to call upon us.

Very truly yours,

Note to the User

4) Authorization for Release of Information

1. Filled out by child's parent each time information is required from the court.
2. Goes to Juvenile Court and the D.J.O. The original stays in the child's folder in the court file and the carbon remains at Providence. Used to insure parent's and child's rights about private information.

PROVIDENCE SCHOOL

652-5866

2419 N. Grand
St. Louis, Missouri 63108

AUTHORIZATION FOR RELEASE OF INFORMATION

I, hereby authorize _____ to obtain such information from ( ) social, ( ) educational, ( ) psychological records of my child _____ from the St. Louis City Juvenile Court.

_____ Date

_____ Parent or Guardian

_____ Address

Note to the User

5) The Individual Treatment Plan Forms

Filled out at the beginning of the month and systems response is evaluated at the end of the month. The team, the child and the parents fill out different parts of the form. The form is seen by all people filling it out. It is used by Educational Center staff to plan objectives for each child and then evaluate the tactics and either continue or change. After the evaluation is done, the check-list is placed in the child's file for reference to treatment approach and response.

PROVIDENCE
EDUCATIONAL-SOCIAL
INDIVIDUALIZED PROGRAM

CHILD'S NAME _____ DATE OF ADMISSION _____

SOCIAL SERVICE WORKER _____ PERIOD OF REPORT _____

DAYS ABSENT / DAYS PRESENT / BOOKINGS / NATURE _____ MASTER TEACHER _____

TEACHER AID _____

I. INDIVIDUAL

Treatment Approach	By	System Response
a) Counselling-Directive		
b) Counselling-Supportive		
c) Supervision-Directive		
d) Supervision-Supportive		
e) Behavior Modification		
f) Psycho-Therapy		
g) Medical-Psychiatric		
h) Medical-Neurological		
i) Medical-Other		
j) Employment		

II. FAMILY

Treatment Approach	By	System Response
a) Parent Counselling		
b) Family Counselling		
c) Parent Group Counselling		
d) Family Community Services		
1) Social		
2) Employment		
3) Medical		
4) Housing		
5) Other		

III. PEER

Treatment Approach	By	System Response
a) Individual Natural Peer Contact		
b) Group Activity With Natural Peer Group		
c) Group Activity With School Peer Group		
d) Group Discussion With Natural Peer Group		
e) Group Discussion With School Peer Group		
f) Group Therapy		

IV. EDUCATIONAL

Approaches

Reading	By	System Response
a) Private Tutor		
1) Daily		
2) 2-3 X per week		
3) 1 X per week		
b) Small Group Learning		
c) Whole Class Learning		
d) Ind. Learning in Class		
e) Reading Specialist		

Social Studies	By	System Response
a) Private Tutor		
1) Daily		
2) 2-3 X per week		
3) 1 X per week		
b) Small Group Learning		
c) Whole Class Learning		
d) Ind. Learning in Class		
e) Reading Specialist		

Math	By	System Response
a) Private Tutor		
1) Daily		
2) 2-3 X per week		
3) 1 X per week		
b) Small Group Learning		
c) Whole Class Learning		
d) Ind. Learning in Class		
e) Reading Specialist		

METHODS - READING

___Textbook Reader
___Reading Kit
___Workbook
___Newspaper
___Wordlist
___Alphabet
___Flashcards
___Controlled Reading Machine
___Games
___Recordings
___Filmstrips
___Movies
___Other ( )

METHODS - MATH

___Textbook
___Workbook
___Ditto Sheets
___Flashcards
___Games
___Abacus
___Recordings
___Filmstrips
___Movies
___Math Kits
___Problem-Solving Packet
___Other ( )

METHODS - SOCIAL STUDIES

___Map Study
___Textbook
___Workbook
___Ditto Sheets
___Kits
___Field Trips
___Recordings
___Filmstrips
___Movies
___Group Discussions
___Periodicals
___Other ( )

IMPORTANT: This page to be filled in only if system response is not favorable

System Response: 1 = GOOD
2 = FAIR
3 = POOR

V. INDIVIDUAL, FAMILY OR PEER APPROACH CHANGE:

Reason for Change:

VI. EDUCATIONAL APPROACH CHANGE:

Reason for Change:

VII. COMMENT

Educational Director

Social Service Director

STUDENT: _____ DATE: _____

SUBJECT	OBJECTIVE	EVALUATION
READING Teacher:		
LANGUAGE ARTS Teacher:		
ARITHMETIC Teacher:		
PHYSICAL ED. Teacher:		
_____ Teacher:		
_____ Teacher:		
_____ Teacher:		
_____ Teacher:		

READING OBJECTIVES

The general aim of our team's reading program are to increase comprehension of reading material by as many grade levels as the student can attain; reinforce previously acquired skills; introduce additional reading skills; develop an awareness of word spelling; increase listening, speaking, reading and writing vocabulary.

The aforementioned objectives will hopefully be met via the following specific means:

SKILLS	COMPREHENSION	VOCABULARY & SPELLING

PROVIDENCE EDUCATIONAL CENTER

INDIVIDUALIZED CHECK LIST FORM

STUDENT'S NAME _____ DATE OF ADMISSION _____ CONTACTS

DJO AT PROV____

TEAM _____ PERIOD OF REPORT _____ FAMILY___

INDIV____

DAYS ABSENT/PRESENT _____ BOOKINGS/NATURE/DISP. GROUP____

I. INDIVIDUAL

		INITIAL OBSERVATION	CURRENT OBSERVATION
Child	A. SELF EVALUATION		
	1. General appearance	_____	_____
	2. Punctuality	_____	_____
	3. Foresight	_____	_____
	4. Participation	_____	_____
	5. Cooperation	_____	_____
	6. Response to criticism	_____	_____
Social Service Worker and Teacher	B. TREATMENT APPROACH	BY	SYS RESPONSE
	1. Coun-Dir	_____	_____
	2. Coun-Suppl	_____	_____
	3. Supervision	_____	_____
	4. Behav Mod	_____	_____
	5. Med-Psy	_____	_____
	6. Med-Other	_____	_____
	7. Other	_____	_____

II. FAMILY

		INITIAL OBSERVATION	CURRENT OBSERVATION
Parent	A. EVAL-CHILD		
	1. General appearance	_____	_____
	2. Punctuality	_____	_____
	3. Foresight	_____	_____
	4. Participation	_____	_____
	5. Cooperation	_____	_____
	6. Response to criticism	_____	_____
Social Service Worker	B. TREATMENT APPROACH	BY	SYS RESPONSE
	1. Parent counselling	_____	_____
	2. Family counselling	_____	_____
	3. Parent group counselling	_____	_____
	4. Family community services	_____	_____
	a. social	_____	_____
	b. medical	_____	_____
	c. housing	_____	_____
	d. employment	_____	_____
	e. other	_____	_____

III. EDUCATIONAL CENTER	CLASS	SHOP	READ	P.E.	OTHER	LUNCH	GROUP	COUN
Teachers and Counselor A. General appearance	____	____	____	____	____	____	____	____
B. Foresight	____	____	____	____	____	____	____	____
C. Resourcefulness	____	____	____	____	____	____	____	____
D. Punctuality	____	____	____	____	____	____	____	____
E. Dependability	____	____	____	____	____	____	____	____
F. Participation	____	____	____	____	____	____	____	____
G. Cooperation	____	____	____	____	____	____	____	____
H. Response to criticism	____	____	____	____	____	____	____	____

CODE

1. SATISFACTORY
2. NEEDS SOME WORK
3. NEEDS A GREAT DEAL OF WORK
4. UNSATISFACTORY

PROVIDENCE EDUCATIONAL CENTER

INSTRUCTIONAL SHEET

BEHAVIOR OBSERVATION CHECK SYSTEM

The behavior observation check system is designed to maintain an objective character and behavior profile on individual youth committed to Providence, to isolate specific behavior problems and to determine changes in individual behavior during a youth's stay in our program.

The system identifies specific observable behavior characteristics but should not be used as a basis for judging a youth's value system. As teachers, social workers, counselors, directors and administrators of our school become familiar with the behavior types and participate in regular staffing sessions, accurate and objective observations of each youth's behavior can be made, indications of youth change can be documented and specific problem areas can be isolated and dealt with on an individual basis.

As the system is used in a staffing session it is important that all participants agree on each classification unit assigned in order to keep personal feelings, impressions and staff prejudices from being reflected in the staffing process and to assure that any follow-up treatment approach is appropriate to the needs of each youth.

Behavior types monitored by the system include: General appearance, foresight, resourcefulness, punctuality, dependability, participation, cooperation and response to criticism.

Each type is divided into four broad classifications which are identified as 1. Satisfactory (socially adjusted), 2. Needs some work (identifies with peer culture), 3. Needs a great deal of work (conforms to peer culture), 4. Unsatisfactory (anti-social either aggressive or passive).

1. The socially adjusted youth has made satisfactory behavior adjustments and can function well in the community.

2. The second behavior type needs some work. Such a youth can function in the community but chooses the standards of the peer culture (frequently setting those standards).

3. The third behavior type needs a great deal of work. Such a youth is dependent upon the group for his security and support and has not adapted himself to most community standards of behavior (such as being on time or keeping appointments).

4. The fourth behavior type may be either aggressive or passive, tends to be impulsive, unable to cope with rules and regulations and unable to understand or accept constructive criticism. Where this type of behavior is predominant in a particular youth's behavior profile such youth is not likely to be successful in an educational setting such as Providence.

BEHAVIOR OBSERVATION CHECK SYSTEM

GENERAL APPEARANCE

1. Generally clean, well groomed, well dressed, may tend to set his own style and manner.

2. Tends to follow style and pattern of peer culture, generally clean, "dresses up," for special occasions.

3. Has little concern for personal hygiene or personal appearance, careless, untidy.

4. Has no regard for personal cleanliness, always sloppy in appearance, needs to be made to bathe.

FORESIGHT

1. Aware of consequences of actions, uses available data in attempt to solve problems, plans ahead, capable of learning from mistakes, initiates action.

2. Generally aware of consequences of actions, sometimes plans ahead, occasionally will seek assistance either from peers or adults who seem able to help in problem solving.

3. Considers consequences of actions when confronted by them, able to respond to external forces, may be capable of planning ahead when it is to his personal advantage, likely to be either conformist or manipulative.

4. Impulsive with no thought of consequences, demands immediate gratification, sees persons and objects as being to his advantage or not to his advantage, tends to blunder into delinquency. May be made "Scape Goat" by peers.

RESOURCEFULNESS
(Knowledge and Utilization of Things and People)

1. Able to utilize available resources to accomplish desired ends, primarily successful self fulfillment based on internalized set of standards.

2. Able to understand and manipulate his immediate environment in order to maintain a sense of self-preservation and self-security.

3. Relies upon the peer group for security, support and approval. May contribute ideas to group, but tends to conform to group pressures.

4. Totally dependent upon others for support and survival, impulsive, sees things as a source of supply, "others" as givers and withholders, aggressive: takes what he feels he needs; passive: waits for hand-out.

BEHAVIOR OBSERVATION CHECK SYSTEM

PUNCTUALITY
(Use of Time)

1. Generally on time, keeps appointments, schedules personal time to allow for program obligations, study, recreation and free time, uses time wisely.

2. Generally on time, keeps appointments, lacks positive sense of time, needs occasional reminders.

3. Seldom keeps appointments, lacks positive sense of time, needs constant reminders.

4. Avoids appointments, never on time, impulsive in use of personal time, does whatever seems expedient at the moment.

DEPENDABILITY

1. Generally follows through an assigned task, meets commitments and obligations, can be expected to keep his work under most ordinary circumstances.

2. Follows through on assigned task with limited supervision, meets commitments and obligations unless it is expedient to do otherwise, generally keeps his work but needs frequent reminding or checking.

3. Needs to be constantly checked, bends rules for his own benefit, may complete assigned tasks in response to rewards, threat of punishment or reduction of privileges.

4. Not dependable, responds to rules and direction, either with open hostility (aggressive) or by withdrawing from the situation (passive).

PARTICIPATION

1. Actively participates in selected program activities, participates in school, training or work study assignments with enthusiasm, competitive, works well by himself as well as in group situations, volunteers for special assignments.

2. Participates in required program activities, in school, training or work study assignments, accepts work assignments in school and performs them with no problem. May tend to be independent from the group (a loner).

3. Generally participates in program as required, sometimes needs extra encouragement to "make it" to school, training or work-study programs.

4. Participates in program infrequently or under pressure. Constantly tests rules and regulations. Aggressive: deliberately rejects rules and regulation and refuses to complete work assignments, does not participate in school, training or work-study programs. Passive: tends to withdraw, often shows no interest in program activity or training.

BEHAVIOR OBSERVATION CHECK SYSTEM

COOPERATION

1. Works well with adults and peers, understands the value of working together to accomplish desirable goals, cheerful and cooperative, enjoys group activities.

2. Generally cooperative in group situation, able to work with adults as well as peers, however, may be reluctant to do so.

3. Limited cooperation, may work with a group under pressure or with incentive or when it is demonstrated that it is to his advantage to do so.

4. Un-cooperative, refuses to work with group or perform assigned tasks, aggressive: reacts to group pressure with hostility; passive: withdraws from group pressure.

RESPONSE TO CRITICISM

1. Accepts constructive criticism in the manner in which it is given. Attempts to see it's validity and strives to change in accordance with criticism when it is shown to be valid.

2. Generally accepts constructive criticism. Sometimes argumentative but makes effort to change when convinced it is to his advantage to do so.

3. Listens to constructive criticism attentively, generally accepts criticism but on his own terms. May appear to be responsive to go his own way.

4. Not able to accept constructive criticism. Aggressive: May refuse to listen, become hostile or defensive. Passive: May listen but demonstrates limited ability to understand or to respond in any positive way.

Note to the User

6) Referral for Individual Counseling

1. Filled out by teacher each time a crisis occurs and the social service worker is asked to intervene.
2. Sent to social service worker.
3. Used by social service worker to record incident and resolution of incident. It is then placed in child's file for recording purposes.

PROVIDENCE EDUCATIONAL CENTER

SOCIAL SERVICE DEPARTMENT

Referral Form for Individual Counselling

DATE_____

STUDENT_____

SOCIAL WORKER_____

Problem or incident:

Action taken by teacher:

Recommendations of teacher:

_____
Teacher (signed)

Recommendations by Social Worker and/or Counselor:

Action taken by Social Worker or Counselor:

_____
Social Worker and/or Counselor

Note to the User

7a) Student Contract

1. Used by one classroom teacher as he had the youngest group.
2. Teacher keeps contract to remind child that he willfully signed the statement about himself. After the statement is signed, the child is placed in an empty classroom and he "plays" with games or toys there until he is ready to come out and act his age.

STUDENT CONTRACT

I, _____, am a baby.

I come to school to play. I like to play in the playroom.

I will play here everyday until I want to learn.

I am a child. Treat me like one.

SIGNED _____ DATE_____

WITNESS _____ DATE_____

Note to the User

7b) Student Contract

1. This is a sequel to 7a. Filled out once by student and witnessed by either teacher or social service worker.
2. Form remains with teacher and it is used to remind child of his willful commitment to learn.

STUDENT CONTRACT

I, _____, have chosen to better my life thru learning. Therefore, I am expected to come and work. Also, I am to give my full cooperation to my teachers.

If at any time I begin playing in the work room, I am to be placed in the playroom with the other children.

SIGNED_____ DATE_____

WITNESS_____ DATE_____

Note to the User

8) Monthly Visiting Schedule

1. Filled out every month by social service worker.
2. Goes to Director of Social Service Component.
3. Used to account for social service worker's time.

MONTHLY VISITING SCHEDULE

Worker: Month of 19

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Note to the User

9) Individual Counseling Schedule

1. Filled out after beginning of semester and completed as new students are acquired.
2. Filled out by social service worker for each team. Each social service worker is responsible for individual counseling for each youth in his/her group.
3. Copies are given to all staff.
4. Used to let each teacher know when his/her respective students will have an individual counseling session.

PROVIDENCE EDUCATIONAL CENTER
SOCIAL SERVICE DEPARTMENT

Individual Counseling Schedule
Group V

Social Worker: Tim Jones

Monday morning	9:00 - 10:00
1) Dwight Smith	9:00 - 9:15
2) Tyrone Jefferson	9:15 - 9:30
3) Charles Wilson	9:30 - 9:45
4) James Tanner	9:45 - 10:00
5)	
Monday afternoon	2:00 - 3:00
1) Tim Lockhart	2:00 - 2:15
2) Calvin Benson	2:15 - 2:30
3) James Tenney	2:30 - 2:45
4) James Washington	2:45 - 3:00
5)	
Wednesday morning	9:00 - 10:00
1) Bernard Bragg	9:00 - 9:15
2) Tim Eaton	9:15 - 9:30
3) Robert Austin	9:30 - 9:45
4) Dorian Atkins	9:45 - 10:00
5)	
Wednesday afternoon	2:00 - 3:00
1) Jeff Feelings	2:00 - 2:15
2) Phillip Youngblood	2:15 - 2:30
3) James Williamson	2:30 - 2:45
4)	2:45 - 3:00
5)	

NOTE: Counselor is available for individual counseling four hours per week Mondays and Wednesdays.

10) Monthly Attendance Form

PROVIDENCE EDUCATIONAL CENTER

1973 ATTENDANCE RECORD MONTH: _____

TEAM I																			
Dwight Smith																			
Tyrone Jefferson																			
Charles Wilson																			
James Tanner																			
TEAM II																			
Tim Lockhart																			
Calvin Benson																			
James Tenney																			
James Washington																			
TEAM III																			
Bernard Bragg																			
Tim Eaton																			
Robert Austin																			
Dorian Atkins																			
Jeff Feelings																			

Note to the User

11) Student Educational Report

1. The Student Educational Report is completed at the end of a student's enrollment at PEC.
2. The principal (Director of Education) is responsible for completing this form.
3. The Student Educational Report is sent by PEC to the public school to which the student is referred after "graduating" from PEC.
4. The information on this form is used by PEC to, provide a summary of test results and progress during the term of the student's enrollment in PEC and to give the public school other information useful in assigning the student to a grade level.

PROVIDENCE EDUCATIONAL CENTER Student Educational Report

Name of Student:_____Birthdate_____

Last School Attended:_____Last Grade Completed:___Days Absent:___

Previous Test Results:

NAME OF TEST	DATE	SCORE OR GRADE LEVEL

Date of Admission to Providence:_____ Teacher:_____

Initial Long-range Educational Goal at Providence:

_____

Providence Test Results:

NAME OF TEST	DATE	SCORE OR GRADE LEVEL

Educational Progress - School Year 19__ to 19__: Days Absent:_____

SUBJECTS TAKEN	

Grade Completed at Providence:_____ Date of Termination_____

Signature of Principal._____

Note to the User

12) Performance Evaluation

Social Service Component and Education Component

1. This form is filled out twice a year on a six month's evaluation period.
2. It is filled out by the Director of the Social Service Component or the Director of the Educational Component.
3. After the form is filled out, the employee is shown the form and is asked to sign it if he/she concurs with the evaluation; if not, the employee does not have to sign it. The form then goes to the Executive Director and then the employee's personnel file.
4. The evaluation is used to assess an employee's work so that a determination of pay raise, termination, continuance or probation can be made.

PROVIDENCE EDUCATIONAL-SOCIAL CENTER

PERFORMANCE EVALUATION--SOCIAL SERVICE DEPARTMENT

EMPLOYEE'S NAME _____

POSITION _____

DATE OF EMPLOYMENT _____

PERIOD OF EVALUATION _____
from to

RATING SCALE:		
	Excellent	5
	Good	4
	Satisfactory	3
	Unsatisfactory	2
	Improvement needed	1

1. Compliance with working hours..... _____
2. Attendance..... _____
3. Quality of recording skills..... _____
4. Thoroughness of work product..... _____
5. Neatness..... _____
6. Organizes and uses time well..... _____
7. Completes & turns in written assignments promptly... _____
8. Records appropriately in accordance with assignments, texts, group meetings..... _____
9. Handles crisis situations appropriately..... _____
10. Individualizes students and uses suitable treatment approach..... _____
11. Reinforces positive behavior..... _____
12. Reports and deals with negative behavior..... _____
13. Gives support to classroom teachers..... _____

PERFORMANCE EVALUATION--2

14. Forms satisfactory relationships with students..... _____

15. Uses limit setting in dealing with students..... _____

16. Forms satisfactory relationships..... _____

17. Ability to work with staff from other agencies, institutions, etc..... _____

18. Attends and prepares for staff conference..... _____

19. Accepts direction and supervision..... _____

20. Can work and make decisions independently..... _____

NOTE: FACTOR RATINGS OF UNSATISFACTORY AND IMPROVEMENT NEEDED MUST BE SUBSTANTIATED BY COMMENTS.

COMMENTS:

SIGNED:

_____ Supervisor

_____ Employee

PROVIDENCE EDUCATIONAL CENTER

Teacher Evaluation Form (proposed) Name: _____

The numbers assigned to the statements below are interpreted as follows:

5 = consistently superior
4 = above average
3 = satisfactory: meets requirements
2 = below average: needs improvement
1 = unsatisfactory

1. _____ Assesses student abilities and achievement carefully.

2. _____ Sets realistic goals for each student.

3. _____ Evaluates student progress regularly.

4. _____ Has a planned instructional program for every class day.

5. _____ Chooses effective methods of instruction.

6. _____ Establishes and maintains a stimulating classroom environment.

7. _____ Has a good personal relationship with students.

8. _____ Has a consistent, positive influence on his students' social behavior.

9. _____ Maintains an effective working relationship with peers.

10. _____ Maintains an effective working relationship with administrators.

11. _____ Submits records which are carefully prepared and on time.

12. _____ Takes care of other duties in a responsible manner.

13. _____ Has a good attendance record.

14. _____ Arrives at school and at other assignments promptly.

15. _____ Participates actively in staff meetings.

16. _____ Takes advantage of in-service educational opportunities.

Additional comments and recommendations:

Supervisor:_____

I have seen this evaluation and I (agree/disagree) with the rating.

Teacher:_____ Date:_____

Note to the User

13) Social Workers' Weekly Schedule

1. Filled out once by Director of Social Service Component.
2. Copies given to all staff.
3. Insures wise use of time on part of social service worker.

SOCIAL SERVICE DEPARTMENT

WORK SCHEDULE

SUMMER SESSION

WORKER:

Social Worker

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	In	Consultation	Office	Consultation	Review Evaluations
9:30	Office	Room 300		Room	Individual
10:00	Speech		Speech	305 & 306	Counseling
10:30	Therapy	Reaction Time	Therapy	Reaction Time	
11:00		Individual		Individual	Record
11:30		Counseling		Counseling	Keeping
12:00					
12:30					
1:00	Record	Record	Record	Seminar	
1:30		Keeping	Keeping		
2:00	Keeping	and/or	and		
2:30		Field	Agency		
3:00			Contact		
3:30					
4:00		Individual			
4:30		Prescription			
5:00					

REMARKS: On days that Rooms 300, 305 and 306 are not being observed by Robby worker has option of taking class outside of building.

Team meeting with teachers (tentative).

SOCIAL SERVICE DEPARTMENT

WORK SCHEDULE

SUMMER SESSION

WORKER:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	Office	Consultation	Office &	Consultation	Office
9:30	and		Individual Counseling	Honor	and
10:00	Individual		Field	Class	Counseling
10:30	Counseling	Room 307	to	Reaction Time	
11:00			Check	Individual	
11:30		Reaction	Truancy	Counseling	
12:00		Time	and		
12:30			Family		
1:00		Text	Problems	Seminar	
1:30		Recording			Staff
2:00		and			Meeting
2:30		Individual Prescriptions	Preparation		Bi-weekly
3:00		Review	for		Team
3:30		Student	Student		Meeting
4:00		Evaluations	Patrol	Prescriptions	with
4:30				and	Teachers
5:00				jobs	(Tentative)

REMARKS: Teachers are expected to refer students who need additional help to Social Service Director and/or acting Social Service Director

Note to the User

14) Bus Pass Form

1. Filled out every week by secretary. The form goes to the Business Manager for the fiscal records.
2. Used as a record of what child receives a bus pass, furnished by funds in budget.

TO: Claretta Isom - Business Manager

FROM: Dede Coughlin

On _____, bus passes for the week of _____, paid for by Providence Educational Center, were given to the following boys:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

PROVIDENCE EDUCATIONAL CENTER

APPENDIX D

Excerpts from an Aftercare Worker's Daily Report

The material in this appendix has been drawn from several daily reports in PEC's files and incidents reported in interviews with PEC staff. It is designed to provide the reader with a sense of the range of different kinds of activities an Aftercare staff member undertakes on a typical day.

Names, dates and specific references have been changed in order to protect the confidentiality of PEC's students and their families.

Tuesday May 4

6:45 AM Stopped to pick up Billy Riggs. Had to wake him up. Talked with Mrs. Riggs while Billy got dressed. She is having trouble getting allotment from Welfare for non-allergenic pillows Doctor ordered for youngest child Ellen. Promised to call her Welfare worker.

7:30 Dropped Billy off at his job. Rapped with employer. He said Billy will be due for a raise next month if he keeps coming to work on time.

8:30 Called High School to set up appointment with Mr. Casuro, the counselor. Will meet with him Wednesday, May 12, 2:00 PM to discuss Wentworth, Robinson, and Smith. Called Mrs. Riggs' Welfare worker and left message.

10:00 Picked up Nelson Jones at home and went to Army recruiters with him. He is interested, but wants to talk with his mother and father. Recruiter gave him information for parents.

1:00 Mr. Passow called - Teddy Ames teacher. Teddy is hanging out in front of the school but refuses to go into classes. Found Teddy on the corner near the school. He said the teacher called his mother names and he's not going to go to class anymore. We rapped--I asked him who that would hurt--him and his mother or the teacher. I took him in the class a little later and talked to the teacher.

3:30 Stopped at Bear Brake Company to pick up job applications and talk with Bob Carmichael about jobs for Rainey and Otis Fuller.

PROVIDENCE EDUCATIONAL CENTER

APPENDIX E

Contract Between PEC and the St. Louis Juvenile Court

The contract between PEC and the St. Louis Juvenile Court is included to provide the reader with a species sub-contract.

CONTRACT FOR PROFESSIONAL
OR
TECHNICAL SERVICES

Part I (of Two Parts)

THIS AGREEMENT, entered into this 17th day of October, 19 72, by and between PROVIDENCE INNER-CITY CORPORATION

hereinafter referred to as the "Contractor"; and ST. LOUIS CITY JUVENILE COURT

hereinafter referred to as the "Subgrantee".

W I T N E S S E T H T H A T :

WHEREAS, the Missouri Law Enforcement Assistance Council, hereinafter referred to as the "Council", has entered into a contract with the Subgrantee, ST. LOUIS CITY JUVENILE COURT pursuant to the Omnibus Crime Control and Safe Streets Act of 1968 as amended; and;

WHEREAS, the Subgrantee desires to engage the services of the Contractor in the implementation of PROVIDENCE EDUCATIONAL TREATMENT CENTER #S-MP23-72-C3(E)

NOW, THEREFORE, the parties hereto do mutually agree that this agreement is made upon the following terms, all and everyone of which the parties hereto agreed to observe and perform:

I. The Contractor shall, in a satisfactory and proper manner as determined by the Subgrantee perform the following:

Complete execution of attached grant, MLEAC 200, titled "Providence Educational Treatment Center", which becomes part of this contract. The Contractor shall have the responsibility for maintaining and reporting local match documentation. The Contractor will also administer and maintain all records and accounts, as deemed necessary by the Subgrantee, the Council, and/or LEAA regulations to assure a proper accounting of all funds.

II. The Contractor shall commence performance of this contract on the 15th day of May, 19 72, and shall complete performance to the satisfaction of the Subgrantee no later than the 15th day of February, 19 73, unless an extension is authorized by the Subgrantee and the Missouri Law Enforcement Assistance Council, the "Council".

III. The Contractor shall maintain such records and accounts, including property, personnel and financial records, as are deemed necessary by the Subgrantee and the Council to assure a proper accounting for all project funds. These records will be made available for audit purposes to the Council, the State of Missouri or the Comptroller General of the United States or any authorized representative, and will be retained for three (3) years after the expiration of the Contract unless permission to destroy them is granted by the Council.

IV. Compensation and Method of Payment. The Subgrantee agrees to pay the Contractor an amount not to exceed One Hundred Fifty Thousand Dollars ($150,000.00),

which shall constitute full and complete compensation for the Contractor's services under this agreement.

Specify hourly or daily rate or other method of computing rate of reimbursement: To be advanced the initial drawdown in order to pay expenses already incurred. Thereafter to maintain an advance of $20,000.00 and to be reimbursed monthly for their expenses. The Contractor will submit to the Subgrantee a D-1 Form monthly listing their expenses at which time the Subgrantee will reimburse the Contractor for their expenses.

All funds will be paid on a reimbursement basis subject to receipt of a requisition in the form of a detailed statement of expenditures. It is expressly understood and agreed that in no event will the total amount to be paid by the Subgrantee to the Contractor under this Agreement exceed One Hundred Fifty Thousand Dollars ($150,000.00) for full and complete satisfactory performance.

V. Terms and Conditions. This contract is subject to applicable requirements of the Omnibus Crime Control and Safe Streets Act of 1968, amendments, regulations, guidelines, or other actions which may be adopted by the Missouri Law Enforcement Assistance Council, pursuant to those requirements. This contract also includes and incorporates as an integral part TERMS AND CONDITIONS GOVERNING CONTRACTS FOR PROFESSIONAL OR TECHNICAL SERVICES attached hereto as Part II.

VI. The Contractor agrees to assist the Subgrantee and the Council in complying with all of the "Conditions Governing Grants" under

the Omnibus Crime Control and Safe Streets Act of 1968 and all amendments thereto.

IN WITNESS WHEREOF, the Subgrantee with the concurrence of the Council and the Contractor have executed this Agreement as of the date first above written.

CONTRACTOR	SUBGRANTEE
_____	_____
Signature of Officer	Signature of Officer
_____	_____
Title or Position	Title or Position

Approved as to Form - Missouri Law Enforcement Assistant Council

_____

Signature

_____

Title or Position

Part II (of Two Parts)

TERMS AND CONDITIONS GOVERNING CONTRACTS

FOR PROFESSIONAL OR TECHNICAL SERVICES

In addition to any conditions specified in Part I, this contract is subject to all the conditions listed below. Waiver of any of these conditions must be upon the express written approval of an authorized representative of the Missouri Law Enforcement Assistance Council - Region V, and such waiver shall be made a part of this contract.

1. TERMINATION OF CONTRACT-If, through any cause, the contractor shall fail to fulfill in timely and proper manner his obligations under this contract, or if the contractor shall violate any of the covenants, agreements, or stipulations of this contract, or if the grant from the State under which this contract is made is terminated, the Council shall thereupon have the right to terminate this contract by giving written notice to the contractor of such termination and specifying the effecting date thereof. If the contractor is unable or unwilling to comply with additional conditions as may be lawfully imposed by the State on the grant or contract under which the Council is performing the program to which these professional services are being rendered, the contractor shall have the right to terminate the contract by giving written notice to the Council, signifying the effective date thereof. In the event of termination, all property, and finished or unfinished documents, data, studies, and reports purchased or prepared by the contractor under this contract shall, at the option of the Council, become its property, and the contractor shall be entitled to compensation for any unreimbursed expenses necessarily incurred in satisfactory performance of the contract. Notwithstanding the above, the contractor shall not be relieved of liability to the Council for damages sustained by the Council by virtue of any breach of the contract by the contractor, and the Council may withhold any reimbursement to the contractor for the purpose of set-off until such time as the exact amount of damages due to the Council from the contractor is agreed upon or otherwise determined.

2. CHANGES-The Council may, from time to time, request change in the scope of the services of the contractor to be performed hereunder. Such changes, including any increase or decrease in the amount of the contractor's compensation, which are mutually agreed upon by and between the Council and the contractor, must be incorporated in written amendments to this contract.

3. COVENANT AGAINST CONTINGENT FEES-The contractor warrants that no person or selling agency or other organization has been employed or retained to solicit this contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee. For breach or violation of this warrant, the Council shall have the right to annul this contract without liability or, in its discretion, to deduct from the compensation, or otherwise recover, the full amount of such commission, percentage, brokerage or contingent fee.

4. DISCRIMINATION IN EMPLOYMENT PROHIBITED-The contractor will not discriminate against any employee employed in the performance of this contract or against any applicant for employment in the performance of this contract because of race, creed, color or national origin. The contractor will take affirmative action to insure that applicants are employed and that employees are treated during employment without regard to their race, creed, color or national origin. This requirement shall apply to, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

5. DISCRIMINATION PROHIBITED-No person in the United States shall, on the ground of race, creed, color or national origin, be excluded from participation in, be denied the proceeds of, or be subject to discrimination in the performance of this contract. The contractor will comply with the regulations, promulgated by the Director of OEO, with the approval of the President, pursuant to the Civil Rights Act of 1964 (45 C.F.R. Part 1010).

6. POLITICAL ACTIVITY PROHIBITED-None of the funds, materials, property or services contributed by the Council or the contractor under this contract shall be used in the performance of this contract for any candidate of public office.

7. RELIGIOUS ACTIVITY PROHIBITED-There shall be no religious worship, instruction or proselytization as part of or in connection with the performance of this contract.

8. COMPLIANCE WITH LOCAL LAWS-The contractor shall comply with all applicable laws, ordinances, and codes of the state and local governments.

9. REPORTS AND INSPECTIONS-The contractor shall make financial, program progress, and other reports as requested by the Council or the Director, and will arrange for on-site inspections by the Council or representatives at the request of either.

10. AMENDMENTS-The Omnibus Crime Control and Safe Streets Act of 1968-This contract is subject to applicable requirements of the Omnibus Crime Control and Safe Streets Act of 1968 and to any regulations, guidelines, or other actions which may be adopted by the Council pursuant to those requirements.

11. This contract is subject to MLEAC Form 209 Standard Subgrant Conditions.

PROVIDENCE EDUCATIONAL CENTER

APPENDIX F

PEC Job Descriptions

Detailed job descriptions for each of the key positions on PEC's staff are included in this appendix. They are designed to provide the reader with information about the major roles and functions associated with each job.

Descriptions are included for the following positions:

- Executive Director
- Business Manager
- Director of Education
- Curriculum Specialist
- Reading Specialist
- Classroom Teacher (includes Auxiliary Teachers such as Shop, Physical Education, and Arts and Crafts)
- Director of Social Services
- Social Worker
- Aftercare Coordinator
- Aftercare Staff

JOB DESCRIPTION

TITLE: Executive Director

DUTIES:

1. Administer all federal grants awarded to the Providence Inner City Corp.
2. Work with House Director in selection, training and supervision of House Staff.
3. Together with the Department Heads, assume responsibility for the selection, training and supervision of school staff.
4. Prepare annual budgets for all parts of the program, together with the Business Manager
5. Define and implement all policy and regulations in Providence House and Educational Center.
6. Supervise and coordinate all business affairs of the Corp.
7. Maintain close contact with public agencies such as
    1. Juvenile Court
    2. MILEAC
    3. Board of Education
8. Serve as a member of the Executive Committee of the Board of Directors, and report on the program at each Board meeting.
9. Serve as a member by right of office on each standing committee of the Board.
10. Schedule and conduct regular staff meetings.
11. Responsible for the maintenance of the physical facilities used in the program.
12. Plan future development of the entire Providence program.
13. Coordinate all publicity, public relations and fund-raising aspects of the program.

JOB DESCRIPTION

TITLE: Business Manager

DUTIES:

Reporting directly to the Executive Director, the Business Manager has the following duties:

A. Responsibility for carrying out fiscal policies and procedures of the Agency as well as fiscal policies and procedures of any agency, governmental or private, funding the foundation and its programs.

B. Maintaining financial records of the Agency including both governmental and privately funded grant awards, contracts, donations, etc., which includes but is not limited to:

   1. Maintaining full set of books.

   2. Preparing monthly, quarterly and annual financial reports for the Executive Board and funding agencies.

   3. Preparing Agency payroll.

   4. Preparing all tax deposits and quarterly and annual tax reports.

   5. Maintaining adequate record of all accounts receivable and payable.

   6. Reconciling petty cash funds on a weekly basis.

   7. Preparing all check vouchers from invoices including assigning appropriate account numbers.

C. Responsibility for seeing that proper purchasing procedures are followed and for purchasing, once proper approval has been obtained.

D. Assist Executive Director in preparation of all budgets.

E. Assist Executive Director in development and maintenance of adequate recording, statistical and data collection procedures.

F. Assist Executive Director in organization and coordination of office procedures.

G. Perform other tasks as may be assigned by the Executive Director.

JOB DESCRIPTION

TITLE: Director of Education

DUTIES:

1. Organize, schedule, and supervise the daily classroom instructional program and educational activities which take place off campus.

2. Interview, together with members of the social services department, all prospective students, decide upon their admission, and assign them to a classroom.

3. Interview all applicants for teaching positions, and make recommendations for both hiring and firing to the Executive Director.

4. Implement all school policies and regulations.

5. Oversee the research, development and evaluation of the educational program.

6. Maintain all educational records on the students, including attendance, weekly classroom progress, and reports to parents.

7. Prepare the yearly calendar of school events and activities.

8. Conduct regular staff meetings, attend team meetings, and organize staff committee work when appropriate.

9. Meet regularly with teaching staff on an individual basis for the purposes of professional growth and evaluation.

10. Determine, together with the staff, when students are ready to leave Providence, and what is the most appropriate placement for them.

11. Support teachers in confronting student behavior problems, by such means as counseling, suspension or other disciplinary measures.

12. Recommend to the social service department the names of students who need additional professional help.

13. Assist the Executive Director in the preparation of the annual budget for the education department, and in the supervision of expenses within that department.

14. Assign teachers to special supervisory duties within the school each day, and manage this supervisory process.

15. Supervise the maintenance of the school building and grounds.

JOB DESCRIPTION

TITLE: Curriculum Specialist

DUTIES:

1. Identifies educational resources, creates staff awareness of available materials, and assists staff members in the selection and development of instructional materials.

2. Supervises the staff library and educational resources center, and selects materials.

3. Assists teachers in the areas of educational diagnosis and prescription, and the evaluation of student progress.

4. Has responsibility for in-service staff development.

5. Keeps abreast of current educational developments and visits other programs as necessary.

6. Provides input to Principal in all areas of the Educational Center including hiring and evaluation of staff, planning and implementation of total educational program.

7. Coordinates and recommends purchases of all educational material.

JOB DESCRIPTION

TITLE: Reading Specialist

DUTIES:

1. Upon referral from classroom teachers through the principal, diagnoses reading difficulties of individual students, administers reading tests, and prescribes an individualized reading program for each student; schedules students' time in reading lab.

2. Keeps records on student progress in reading attendance.

3. Purchases materials, within the prescribed budget for the reading lab.

4. Works with individuals or small groups of students to support regularly scheduled work in reading.

5. Supervises volunteers in the reading lab.

JOB DESCRIPTION

TITLE: Classroom Teacher

DUTIES:

At Providence, each classroom teacher works with at least one other as part of a team; together the team shares the responsibility for the classroom educational program.

Under the supervision of the Education Director or his Assistant, the classroom teacher has his/her direct responsibilities to:

1. Administer, and implement, together with other members of the classroom team, the daily educational program for each student assigned to that class, especially in the areas of reading, arithmetic, language arts, and social studies.

2. Establish both short-and long-term goals and means of reaching these goals for the students in the areas of academic learning and social behavior; this latter is done in cooperation with the social service department.

3. Maintain accurate weekly records on the educational progress of each student, and prepare quarterly progress reports.

4. Confront behavior problems first within the classroom by either individual or group techniques.

5. Establish classroom rules and regulations (which may differ from other classrooms).

6. Inform the Education Director of any students who may need special staffing, or additional professional help of any kind.

7. Contribute to the instructional program in other areas, e.g. arts and crafts, physical education, shop, or other special classes.

8. Attend and contribute to staff meetings whenever they are held.

9. Spend the allotted time each school day in planning, development and evaluation of the classroom program.

10. Supervise and assign specific tasks to volunteers and student teachers working in his/her classroom.

11. Perform other necessary school duties as scheduled by the Education Director.

12. Take advantage of opportunities for in-service education and development, e.g. by attending workshops or educational meetings.

13. Open the classroom at 8:45 each morning to meet informally with students before classes begin; be available for staff meetings each afternoon until 4:00 p.m.

JOB DESCRIPTION

TITLE: Director of Social Services

DUTIES:

Under the direct supervision of the Executive Director, the Director of Social Services has direct responsibility for:

1. Has primary responsibility for planning, implementing and supervising the social service program at Providence.

2. Co-ordinate, with the Educational Director--Principal, the relationships between the social and education aspects of the Providence Program.

3. Has primary responsibility for evaluation, retention or termination and salary recommendations of the social service staff; interviews prospective staff and makes recommendations as to hiring; final decisions on these matters rest with the Executive Director.

4. Conducts regular meetings with social service staff and meets with other administrators for purposes of co-ordination.

5. Oversees all expenditures within the social service program and prepares this part of the annual budget with the Executive Director.

6. With Educational Director--Principal, conduct initial interviews on client applicants. Member of termination board.

7. Group work and individual counselling.

JOB DESCRIPTION

TITLE: Social Worker

DUTIES:

1. Responsible for conducting group sessions and individual counseling.
2. Assist in the development of a strong School Health Program.
3. Collection of resource materials to facilitate all groups.
4. Co-ordinate Parent Monitoring Service.
5. Keeping text recording on all case contacts.
6. Attendance at Court hearings involving Providence students.
7. Reporting of both negative and positive behavior to parents.
8. Assist in development of strong Parent Effectiveness Training Program.
9. To help co-ordinate activities relating to other agencies.
10. Responsible for completion of Individualized Prescription on monthly basis.
11. Assist in evaluation of program.

JOB DESCRIPTION

TITLE: Aftercare Coordinator

DUTIES:

1. Responsible for the direction and coordination of all efforts taking place within the unit.

2. Attend regularly scheduled administrative meetings.

3. Submit periodic reports either written or oral to the executive director of the Providence Educational Center and his staff concerning the progress of the program.

4. Direct counseling of the students terminated from the program.

5. Be available for staff consultation regarding possible future placement of students outside the program.

JOB DESCRIPTION

TITLE: Aftercare Staff

DUTIES:

1. Responsible for the direction and coordination of all efforts taking place within the unit in absence of the coordinator.

2. Submit reports to the coordinator regarding the progress of the students on a weekly basis.

3. Assist in directing the counseling of students terminated from the program.

4. Provide family and educational assistance to the students when it is applicable.

5. Be available for staff consultation regarding the future placement of students outside the program.

PROVIDENCE EDUCATIONAL CENTER

APPENDIX G

Buáget

BUDGET SUMMARY

Cost Category	Source of Funds: Federal Share	Local Share: Cash	Local Share: In-Kind	Total Project Costs
Training Personnel (plus fringe benefits)				
Non-Training Personnel (plus fringe benefits)	274,489	8,454	24,738	307,681
Total Personnel Costs (plus fringe benefits)	274,409	8,454	24,738	307,681
Consultants and Contract Services	7,680	4,316	17,895	29,891
Travel	1,350	--	1,690	3,040
Supplies and Operating Expenses	29,814	7,280	43,373	80,467
Equipment	2,660	--	1,644	4,304
Construction	--	--	--	--
TOTAL	315,993	20,050	89,340	425,383
Per Cent of Total	74%	(4.7%)	(21%)	100%

Type of Grant Application: Action (75% Federal - 25% Local)

PROVIDENCE EDUCATIONAL CENTER

PERSONNEL COSTS

Title or Position	Current Monthly Salary	Grant Request			Cost	
		Salary per Month	% of Time on Project	Months to be Employed	Federal Share	Local Share Cash	Local Share In-Kind
Project Director	$1375	$1375	80%	12	$13,200		
*Education Dir.	1000	1000	50%	1/2	250		
Education Dir.	1000	1000	100%	5	5,000		
Education Dir.	1000	1050	100%	6 1/2	6,662	$163	
*Asst. Director of Education	1000	1000	50%	1/2	250		
Counselor	775	775	100%	2	2,000		
Director of Social Service	910	910	100%	12	10,920		
Social Worker	700	700	100%	12	8,400		
Social Worker		775	100%	12	9,300		
*Teacher	750	750	40%	1/2	150		
Teacher	750	750	100%	5	3,750		
Teacher	750	800	100%	6 1/2	5,037	163	
*Teacher	700	700	40%	1/2	140		
Teacher	700	700	100%	5	3,500		
*Teacher	700	800	100%	6 1/2	4,875	325	
Teacher	700	700	100%	5 1/2	3,850		
Teacher	700	750	100%	6 1/2	4,712	163	
Teacher	700	700	100%	5 1/2	3,850		
Teacher	700	725	100%	6 1/2	4,631	81	
Teacher	650	650	100%	5 1/2	3,575		
Teacher	650	700	100%	6 1/2	4,387	163	
Teacher	650	650	100%	5 1/2	3,575		
Teacher	650	700	100%	6 1/2	4,387	163	
Teacher		700	100%	6 1/2	4,550		
Teacher		700	100%	6 1/2	4,550		
Reading Specialist	650	650	100%	5 1/2	3,575		
Reading Specialist	650	750	100%	6 1/2	4,550	325	
Shop Teacher	700	700	100%	5 1/2	3,850		
Shop Teacher	700	750	100%	6 1/2	4,712	163	

CONTINUED

*After March 31, 1973, these employees will spend 100% of their time on this project.

PROVIDENCE EDUCATIONAL CENTER

PERSONNEL COSTS

Title of Position	Current Monthly Salary	Grant Request: Salary per Month	Grant Request: % of Time on Project	Grant Request: Months to be Employed	Cost: Federal Share	Cost: Local Cash	Cost: Share In-Kind
Arts Teacher	$ 600	$ 600	100%	11 1/2	$ 6,900		
Asst. Teacher	690	690	50%	5 1/2	1,898		
Asst. Teacher	690	690	50%	5 1/2	1,898		
Asst. Teacher	690	690	50%	5 1/2	1,898		
Asst. Teacher	550	550	100%	12	6,600		
Asst. Teacher	550	550	100%	12	6,600		
Teacher Aide	360	360	100%	12	4,320		
Teacher Aide	500	500	60%	12	3,600		
Teacher Aide	500	500	60%	12	3,600		
Teacher Aide	480	480	50%	12	2,880		
Teacher Aide		360	100%	6 1/2	2,340		
Teacher Aide		360	100%	6 1/2	2,340		
Maintenance	616	616	100%	12	7,392		
Custodian	433	433	100%	12	5,200		
Cook	333	333	100%	12	4,000		
Business Manager	750	750	100%	12	9,000		
Adm. Assistant	480	500	87.5%	12	2,100	3,150	
Secretary (Ed.)	450	450	75%	12	1,350	2,700	
Secretary (Social)	450	450	100%	12	5,400		
Business Sec.	450	450	100%	12	5,400		
Kitchen Asst.	250	250	100%	12	3,000		
Adm. Assistant	1250	1250	100%	12			15,000
Aftercare Coord.		750	100%	10	7,500		
Phy. Ed. Teacher	600	600	100%	12	7,200		
Aft.care Soc. Wkr.		700	50%	10	3,500		
Aftercare Tutor		360	40%	10	1,440		
Aftercare Tutor		360	40%	10	1,440		
Aftercare Tutor		360	40%	10	1,440		
Supervisor	1042	1042	5%	12			625
Dep. Juv. Offs.	669	669	2%	12			6,423
				TOTALS	$251,724	$7,559	$22,048
				FRINGE BENEFITS			1,057
Basis for Fringe Costs:					8,039	453	755
$18.87/mo. x 426 employ. mos.*					14,726	442	878
5.85% x gross salary							
5% for fr. bene. for Juv. Ct. empls.							
(*Full-time is 30 hours per week)				TOTAL PERSONNEL COSTS	$274,489	$8,454	$24,738

PROVIDENCE EDUCATIONAL CENTER

CONSULTANTS AND CONTRACT SERVICES

Nature of Service	Basis for Cost Estimate	Cost		
		Federal Share	Local Share	
			Cash	In-Kind
Legal	30 hrs. @ $30			($ 900)
Accounting Supervisor & Training	20 hrs. @ $30			(600)
Student Christian Bro. Tutors	8 tutors x 44 weeks x 6 hrs/ wk x $1.65/hr.			(3,485)
Summer Program Student Tutors	14 tutors x 40 days x 6 hr/ day x $1.65/hr. & 1 tutor 1/hr. a day for 40 days			(5,610)
Board Members' Meeting Time	10 members x 24 hrs each @ $5/hr.			(1,200)
Roof Repair			$4,116	
Remodeling Office Space	(Cost of parts)		200	
Staff Development	(See consultant contract)	$2,100		(2,100)
Other Psychological Consultants	Not to exceed $135/day	2,000		
Other Staff Development Servs.	(Working fees)	500		
Student Janitorial Asst./bus passes	$3.50/wk. x 44 wks. x 20 juveniles	3,080		
Public Information				(1,500)
Diagnostic Consultants & Service	$62.50/hr. x 40 hrs.			(2,500)
	TOTALS	$7,680	$4,316	($17,895)

PROVIDENCE EDUCATIONAL CENTER

TRAVEL

Nature of Service	Basis for Cost Estimate	Cost		
		Federal Share	Local Share	
			Cash	In-Kind
Social Service Staff travel	500 miles/month x 12 mos. x .10/mile	$ 600		
Board Members' travel	1,000 miles/month x 12 months x .10/mile			($1,200)
Administration travel	200 miles/month x 12 months x .10/mile			(240)
Out of Town travel	Project Director, Principal visit other similar-type program--3 trips @ $333	750		(250)
	Air travel $200 Food & lodging, 5 days @ $25 125 Tips, taxi & misc. 8 $333			
	TOTALS	$1,350	-0-	($1,690)

PROVIDENCE EDUCATIONAL CENTER

SUPPLIES AND OPERATING EXPENSES

Nature of Service	Basis for Cost Estimate	Cost		
		Federal Share	Local Share	
			Cash	In-Kind
Arts & Crafts	Miscellaneous	$ 500		
Library Materials	Readers, Magazines	500		
Woodshop Expenses	$300/mo. x 12 mo.	3,600		
Athletic Supplies	100 boys @ $6	600		
Test Materials	100 boys @ $4	400		
Maintenance of Office Equipment	12 mo. @ $30	360		
Maintenance of Operation of Vehicles	2 vehicles @ $75/mo. x 12 mo.	1,800		
Student Clothing	100 boys @ $15			($1,500)
Water	12 mo. @ $10		$ 120	
Electricity	12 mo. @ $150		1,800	
Instructual Materials	Language Arts	500		(1,000)
	Social Studies	500		
	Arithmetic	500		
	Reading	1,000		
Classroom Supplies	$10/mo. x 12 mo.	120		
Physical Recreation Program	YMCA Membership, 100 boys @ $6	300		(300)
Gas	12 mo. x $290/mo.		3,480	

CONTINUED

PROVIDENCE EDUCATIONAL CENTER

SUPPLIES AND OPERATING EXPENSES
Continued

Nature of Service	Basis for Cost Estimate	Cost		
		Federal Share	Local Share	
			Cash	In-Kind
Janitorial Supplies	12 mo. x $100/mo.	$1,200		
Building Maintenance	12 mo. x $200/mo.	2,400		
Office Supplies	12 mo. x $126.16/mo.	1,514		
Postage	12 mo. x $30/mo.	360		
Telephone	12 mo. x $120/mo.	1,440		
Kitchen Supplies	12 mo. x $200/mo.	2,400		
Food	$475/mo. x 12 mo.	5,700		
Building Insurance	$41.67/mo. x 12 mo.		$ 500	
Building Rental & Parking	$953/mo. x 12 mo.			($11,440)
Glenco Camp	15 boys @ $1.50/day, 40 days		900	
Audio-Visual Materials	Instructional Cassette Tapes, Film Strips	1,000 200		
Arts & Crafts	Painting Ceramics Jewelry Wax	500 500 500 500		
Indirect Cost	10% Personnel, Excluding Fringes			(28,133)
Behavior Modification Expense	$200/mo. x 12 mo.	920	480	(1,000)
	TOTALS	$29,814	$7,280	($43,373)

PROVIDENCE EDUCATIONAL CENTER

EQUIPMENT

No. of Units	Description	Unit Cost	Cost		
			Federal Share	Local Share	
				Cash	In-Kind
1	Window Air Conditioner	$500	$ 500		
1	VW Bus with lease and insurance - lease $137/mo. x 12 mo.				($1,644)
1	Rental Van (inc. ins.) $155/mo. x 12 mo.		1,860		
	Furniture for one extra classroom	300	300		
		TOTALS	$2,660		($1,644)

CERTIFICATION OF CASH CONTRIBUTION

Contributing Organization:	Amount:
Providence Inner-City Program	$20,050
TOTAL CASH CONTRIBUTION	$20,050

PROVIDENCE EDUCATIONAL CENTER

APPENDIX H

Forms Used in Program Evaluation

H-2

Youth's name _____

Please clip off corner when submitting to MLEAC Evaluation Unit

Juvenile History Questionnaire
Impact Evaluation Unit

1. Juvenile Court Number:_____

2. Race:_____

3. Date of Birth:_____

4. Residence

At time of application to Providence, youth residing: (check one)
with both natural parents_____ with mother only_____ with father only_____
with mother and stepfather_____ with father and stepmother_____
with other relative(s) or legal guardian(s)_____
at Missouri Hills_____ at Detention Center_____
other_____ (explain)_____

Location of this residence: (omit for Missouri Hills and Detention Center)

5. Family Information

Family Income
Estimate of family yearly gross income:_____
Source of information on income:_____

Parents' Employment
Current or most recent occupation of father or father surrogate:
_____

Is father or father surrogate currently employed? Yes____ No____

Current or most recent occupation of mother or mother surrogate:
_____
Is mother or mother surrogate currently employed? Yes____ No____

Siblings
Number of siblings:_____
Number of siblings with Juvenile Court referrals:_____
Youth's rank in family:_____

6. Educational History

Was youth enrolled in school at time of application to Providence?
Yes____
If yes, give: Grade in which enrolled:_____

PEC-1

6. (continued)

No____
If no, give: Last grade completed:_____
Semester of last attendance:_____
Reason for non-enrollment: (check one)
dropout_____
suspended_____
expelled_____
at a residential institution_____
unknown_____
other (specify)_____
_____

Expected grade level:_____

Number of days absent during last two semesters of enrollment--
Most recent semester:_____
Semester before most recent:_____

Has youth ever been referred to Juvenile Court for Truancy? Yes____ No____
If yes, How many times?_____

Year of first referral for truancy_____
How many referrals during year before applying to Providence?_____

I.Q., if known:_____
Date and name of test used in determining:_____

Test scores prior to application to Providence, if available:
Most recent reading test score:_____
Date and name of test used:_____

Most recent math test score:_____
Date and name of test used:_____

Most recent Iowa Basic Skill Test score:_____
Date test administered:_____

7. Juvenile Court History

Number of previous referrals to Court:_____
Date of first referral to Court:_____
Date of most recent referral:_____
Reason for most recent referral:_____

8. Residential Institutions

Was youth detained by Juvenile Court authorities during year before applying to Providence? Yes____ No____
If yes, for how many days during fall semester _____
during spring semester_ _____
during summer_____

9. Activity immediately prior to enrollment in Providence program: (check one)

in school_____
working_____
other (specify)_____

10. Juvenile Court status at time of application to Providence: (check one)

no active status_____
on official probation_____
court hearing pending_____
other (specify)_____

11. Involvement in other organized juvenile programs in year prior to enrollment. (List codes from sheet provided)

_____ _____ _____

_____ _____ _____

12. Referral to Providence

Referral agency_____

Date of referral_____

Reason for referral_____
_____

Was youth admitted to Providence Education Center? Yes____ No____
If no, give reason_____
_____

_____
Youth's name

Please clip off corner when submitting to MLEAC Evaluation Unit

Providence Education Center
Student Progress Record

Juvenile Court Number:_____

Date of Birth:_____

Date of entry to Providence Education Center:_____/re-entry:_____

Date of termination from Providence:_____/second termination:_____
Reason for termination: a:_____
b:_____

Residence during the time youth was at Providence:

with both natural parents_____ with mother only_____ with father only_____
with mother and stepfather_____ with father and stepmother_____
with other relatives or legal guardian_____
at Providence Group Home_____
other_____(specify)_____
Address of this residence:_____

Attendance (days absent each month)
(Attach "Second Year Sheet" if necessary.)

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.

March	April	May	June	July	Aug.

Number of contacts Providence staff made with family, Juvenile Court, or other concerned agencies each month

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Family						
Juvenile Court						
Other Agencies						

PEC-2 /rev. 9-73

Family ☐ ☐ ☐ ☐ ☐ ☐

Juvenile Court ☐ ☐ ☐ ☐ ☐ ☐

Other Agencies ☐ ☐ ☐ ☐ ☐ ☐

Juvenile Court referrals during time youth at Providence

Date	Alleged Offense/ Reason for Referral	Did Offense Occur During School Hours?	Disposition
_____	_____	_____	_____
_____	_____	_____	_____

Detention Record

Was youth ever detained by Juvenile Court authorities while at Providence?
Yes____ No____

If yes, give:

Institution where detained	Date entered	Date left
_____	_____	_____
_____	_____	_____

Test Scores

Test name	date test administered		
	☐	☐	☐
Math ( )	_____	_____	_____
Reading ( )	_____	_____	_____
Bristol	_____	_____	_____

Will student be eligible for 8th grade equivalency examination after a semester at Providence? _____ After a year?_____

Involvement in other juvenile programs during enrollment at Providence (use codes provided)

_____ _____ _____ _____

Placement after leaving Providence

I. Where student placed: (name/address) _____

_____

Youth's position:_____

Date youth began work/study at this place:_____

Contact person at placement site:_____

Immediate supervisor:_____

Providence staff person who made contact:_____

II. Where student placed: (name/address) _____

_____

Youth's position:_____

Date youth began work/study at this place:_____

Contact person at placement site:_____

Immediate supervisor:_____

Providence staff person who made contact:_____

III. Where student placed: (name/address)_____

_____

Youth's position:_____

Date youth began work/study at this place:_____

Contact person at placement site:_____

Immediate supervisor:_____

Providence staff person who made contact:_____

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Youth's name _____

Please clip off corner when submitting to MLEAC Evaluation Unit and attach to original Student Progress Record

Providence Education Center
Student Progress Record
Second Year Sheet

Juvenile Court Number: _____

Date of Birth: _____

Attendance (days absent each month)

Year: _____

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.

March	April	May	June	July	Aug.

Number of contacts Providence staff made with family, Juvenile Court, or other concerned agencies each month

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Family						
Juvenile Court						
Other Agencies						

	March	April	May	June	July	Aug.
Family						
Juvenile Court						
Other Agencies						

PEC-2 (cont'd) 9-73

PROVIDENCE EDUCATIONAL CENTER

APPENDIX I

Missouri Law Enforcement Assistance Council

FIELD REVIEW

AND

PROJECT EVALUATION REPORT

MISSOURI LAW ENFORCEMENT ASSISTANCE COUNCIL

REGION 5

812 Olive, Suite 1032
St. Louis, Missouri 63101
314 421-2323

FIELD REVIEW AND PROJECT EVALUATION REPORT

Project: Providence Education Center

Grant Award: $315,993

Project Number: S-MP43-72-c3

Subgrant Period: 3/15/73 to 3/14/74

Subgrantee: St. Louis City Juvenile Court

Project Director: Joseph Ryan

Date of Report: April 10, 1974

Authorized Official: Donald R. Jones

Prepared by: Kathryn Ratcliff, Evaluation Analyst
Bill Taylor, Program Analyst
Reese Joiner, Auditor

SCOPE OF REPORT

This report consists of (1) fiscal information relative to the project's contract compliance with LEAA requirements and (2) a preliminary evaluation of the project including a descriptive report on youths who attended Providence and an evaluative assessment of the extent to which particular goals of the Providence Education Center were achieved.

The fiscal information was gathered in October, 1973. The evaluation data cover the period from September, 1972 through December, 1973. A programmatic assessment of contract compliance issues completed by a Region 5 program analyst early in 1974 found no deficiencies in that area.

FISCAL FINDINGS AND ANALYSIS

1. The system of accounting for staff employees' daily work hours can be improved by incorporating revisions to the form presently used. These revisions, not of a major nature, have been thoroughly discussed with the Business Manager, Mrs. Isom, and she concurs in their implementation.

2. Travel reports should include both starting and destination address or should indicate "round trip" when applicable.

3. Purchase orders should be properly approved prior to submission to vendors.

4. Vendors' invoices should be verified and properly approved prior to payment.

Appropriate corrective action was taken on the above items in November, 1973.

FISCAL APPRAISAL

The accounting system and internal controls are considered most effective. The assets of the subgrantee are safeguarded and the entire fiscal approach is conducted in accordance with recognized management principles and policies.

PROVIDENCE EDUCATION CENTER:

SUMMARY OF EVALUATION FINDINGS

An analysis of 118 youths who have attended Providence Educational Center has been made. Results of the study include information regarding the types of youths served by the program, and several indications of changes in their behavior subsequent to enrollment at Providence. In brief, the youths are from large, lower socio-economic class families. The majority of them are in the 5th through 7th grades, are several years behind in school, and have multiple prior Juvenile Court referrals of a serious and recent nature.

During their enrollment at Providence, most of the youths were less involved in crime than in the year prior to joining Providence. Specifically, 76 percent had either no referrals while at Providence or a decreased referral rate compared to the year prior to entering the program. Moreover, half of these referrals were during the first two months of enrollment in the program. In addition to their decreased criminal behavior, the youths studied also appear to have advanced educationally while at Providence. The primary educational goal of the Providence program, that of improving the youths' skills to a level sufficient to enter high school, was reached in many cases. Within a predetermined amount of time, these students either achieved a test score warranting placement or were actually placed in high school.

The program has been able to keep most students enrolled for periods amounting to an entire school year. The youths studied attended Providence for an average of 249 days. Those who left the program did so largely (i.e., in 55 percent of the cases) because they had graduated and/or were ready for another school placement. Furthermore, nearly

half of the youths showed excellent attendance (being absent only 0-9 percent of the time). This is particularly significant since prior to enrolling in Providence one-third of the participants were not even enrolled in school, and many of those that were in school had truancy problems.

The Providence staff has been doing a good job in maintaining ongoing lines of communication with the families of youths as well as with the Juvenile Court and other concerned institutions. In over half the cases (66 percent) the families were contacted on nearly a monthly basis.

Subsequent to leaving Providence, the youths studied had fewer referrals than they had in an equal period prior to joining Providence. Of the 17 with referrals in the six months after leaving Providence, only three had serious (Impact) referrals which were not dismissed. In the six months prior to entering Providence, 34 of these youths had had referrals, with 16 of these being serious (Impact) referrals.

Of the Providence youths handled by the Aftercare staff, most (82 percent) were placed in a regular school setting. Many encountered difficulties in adjusting to their placement but only one was suspended from school.

In summary, the Providence program, judged on the criteria and evidence presented here, appears to be successful and no serious deficiencies were uncovered. One must, however, accept this conclusion within the scope of limitations noted in this report.

PROVIDENCE EDUCATION CENTER

AN EVALUATION

I. INTRODUCTION

This report provides an initial evaluation of Providence Education Center. It focuses upon 118 youths who were enrolled in the Providence program between February 15, 1973 and December 31, 1973. There are several purposes of this report. First, the family and personal background characteristics of the youths, including education experience and referral history, will be examined in order to describe the kinds of juveniles affected by this project. Second, information on the performance of youths while at Providence and some information on the service provided by Providence will be examined. Finally, the experience of youths after leaving Providence, and in particular any evidence of further referrals to juvenile authorities, will be studied in order to provide a better basis for judging the effectiveness of the Providence program. It should be added that this report is not the final analysis of Providence. A second and more detailed evaluation will be completed near the end of the third Impact award period.

II. POPULATION OF YOUTHS STUDIED

The present evaluation is based on data collected over a one year period (February 15, 1973 to February 15, 1974) on all students who were either enrolled at Providence on February 15, 1973 or who enrolled subsequent to that date but before December 31, 1973. The population of students thus defined consists of 118 youths. For those who were in the Providence program on Feburary 15, 1973, information on their participation in the program was gathered back to September, 1972. Because no data predating September, 1972 were gathered, several months of program information, and in some cases personal background information, is missing for some youths.

Of the 118 youths considered in this evaluation, 68 had terminated from Providence by February 15, 1974. Among these there were 56 who had been out of Providence at least six months. In interpreting the following analysis it is important, as will be pointed out, to remember that the study deals with youths no longer in the program as well as ones still enrolled.

III. OVERVIEW OF THE PROVIDENCE PROGRAM

Providence is an educational center for adjudicated males from the St. Louis City Juvenile Court. It opened in 1971 when several Christian Brothers decided to utilize a former high school building closed by the Catholic Church as a learning environment for 15 youths. Since that time the Providence program has expanded and changed considerably. Enrollment has grown to approximately 100 and the staff has increased both in number and in its degree of specialization.

Providence is best described as an educationally oriented resocialization center. Students are enrolled in a full-time ungraded school program. Instruction is individualized within a classroom setting where teacher-student contact is intense. The student-teacher ratio is about 6 to 1, and student teachers often decrease this ratio. Given the close contact, academic or behavioral problems that develop within the classroom can be handled effectively by a member of the teaching staff without disturbing the work of other students. Teaching specialists in reading provide additional intensive remedial aid to students. The academically oriented aspects of the curriculum are supplemented with arts and crafts opportunities, a woodshop, a gym, various achievement contests (art and poetry), the publication of a student newspaper, intermural athletic competition, involvement in career day activities, talent shows, visiting speakers and cultural enrichment programs.

The educational component of Providence is supported by the social service component which consists of social workers and counselors. In coordination with the efforts of the teaching staff, the social service staff develops treatment goals for each youth and helps the youth work toward these goals using weekly individual counseling sessions, crisis intervention techniques, group counseling, and parental counseling. Frequent meetings are held with teachers to discuss treatment goals, problems,

and progress. In addition, meetings are held with responsible others such as the juvenile probation officer, group home staff, or Missouri Hills Aftercare worker. The social service staff is importantly concerned with improving the youth's self-concept, with the development of self control, and with improving communication skills.

IV. PROFILE OF PROVIDENCE ENROLLEES

Information was collected on students enrolled at Providence in order to provide a basic profile of the characteristics of the population served by the program. Most of the information was extracted by the Providence staff from Juvenile Court social histories. In some cases the information was based on the personal knowledge of the youth and his family of either the Court Probation Officer (D.J.O.) or Providence staff member. Because of some omissions in the reports of these sources, full information was not available for all youths.

A. Referrals to Providence

The Providence program is currently directed at youths who have come before the Juvenile Court with an indication of serious delinquent behavior. According to present guidelines, a youth referred to Providence must be an adjudicated juvenile who at the time of his referral is either an open case at the Juvenile Court or is being carried in an open status at a juvenile institution such as Missouri Hills. Prior to the LEAA Impact funding, juveniles did not have to be known to the Court to be accepted at Providence. Some of these early entrants to the program were still enrolled at the start of the period being studied and they are included among the youths considered here. They are represented in the following referral table and in subsequent tables as being apparently unknown to the court (e.g., no prior referral history).

Table 1 indicates the agencies which referred each of the 118 youths to Providence. Most of the youths were referred to Providence by the Juvenile Court. Such referrals made up 70.3 percent (83) of the youths. At the time of their application to Providence, most of these youths were open cases at the Court -- they were being processed by Intake, were awaiting a court hearing, or were under either official or unofficial court supervision following a referral. The next largest group of referrals, 20.3 percent (24), were made from Missouri Hills Home for Boys. The Missouri Hills referrals included sixteen who were then residents at the institution and eight who were participating in the aftercare program. Only 3.3 percent (4) of the youths were referred by other agencies (Group Homes or the Division of Children's Services) and 5.9 percent (7) had no known Juvenile Court status.

TABLE 1

REFERRAL AGENCY

Agency	N*	%
Juvenile Court	83	70.3
Missouri Hills	24	20.3
Group Home	3	2.5
Division of Children's Services	1	.8
Unknown	7	5.9
	118	99.8

*In this table and in subsequent ones, N refers to the number of youths in a particular category and % refers to the percent of youths represented.

B. Family Characteristics

An attempt was made to determine the economic situation of the families of the youths at Providence. In general it was found that many came from families that could be considered to be economically marginal. Information on family incomes was available for 65 of the 118 youths. Comparisons are somewhat difficult since the information, obtained from Juvenile Court sources, often refers to different years for different families. Nevertheless, based on the information available, we find that while the amount of income of these families ranged from $1260 to $14,400 per year, the average amount was just $5384.

Perhaps a more meaningful indication of the economic status of these families is provided by information on the employment characteristics of parents and guardians. These findings, obtained largely from the same sources, are reported in Table 2. We can see that in 34.7 percent (41) of the families neither parent is employed. Conversely, if we combine the three categories indicating that either one or both parents are employed, we find that only 38.2 percent (45) of the families have a parent who is known to be working.

TABLE 2

EMPLOYMENT STATUS OF PARENT OR GUARDIAN

Parental Employment	N	%
Both mother and father employed	17	14.4
Only mother employed	18	15.3
Only father employed	10	8.5
Neither employed	41	34.7
Unknown	32	27.1
	118	100.0

Two other indicators of the family situations of the Providence youths were also considered; their place of residence at the time of their referral to Providence and the size of their families. The information on place of residence is shown on Table 3. We see that only a minority were living with two parents (21.9 percent, or 26 if we consider both natural and stepparents). The largest single group were the 44.1 percent (52) living only with their mothers. In about a fourth of the cases the youth was living at either the Detention Center or at Missouri Hills.

TABLE 3

RESIDENCE AT THE TIME OF APPLICATION TO PROVIDENCE

Residence	N	%
Detention Center	10	8.5
Missouri Hills	16	13.6
With other relative(s) or legal guardian(s)	2	1.7
With father and stepmother	1	.8
With mother and stepfather	3	2.5
With father only	0	0
With mother only	52	44.1
With both natural parents	22	18.6
Other	8	6.8
Unknown	4	3.4
	118	100.0

The information on family size is presented in Table 4. Clearly many of these youths come from large families. About two thirds (67.8 percent) of the families included five or more children and nearly one fourth (24.6 percent) have ten or more children.

TABLE 4

SIZE OF FAMILY

Total Number of Children in Family	N	%	Cumulative %
1 or Unknown	16	13.6	100.0
2	4	3.4	86.4
3	12	10.2	83.0
4	5	4.2	72.8
5	7	5.9	68.6
6	12	10.2	62.7
7	15	12.7	52.5
8	11	9.3	39.8
9	6	5.1	30.5
10 or more	30	25.4	
	118	100.0	

C. Prior Schooling

One primary purpose of the Providence program is to provide an effective educational experience for the youths referred to it. Education is considered the "primary vehicle" by which resocialization occurs. In pursuing this aim the program must deal with students with a diverse range of preparation and deficiencies. As we see in Table 5, a majority of the youths (57.6 percent) were in the 5th through 7th grades at the time they entered Providence. Another large group (18.6 percent) had been in special education programs.

TABLE 5

GRADE ENROLLED IN OR LAST GRADE COMPLETED AT TIME OF ADMISSION

Grade	N	%
1	0	0
2	1	.8
3	4	3.4
4	5	4.2
5	13	11.0
6	29	24.6
7	26	22.0
8	4	3.4
Special	22	18.6
Unknown	14	11.9
	118	99.9

More significant is the information on the educational deficiencies of these youths which is presented in Table 6. The data in this table show the number of years, if any, these youths were behind their "expected grade levels," as defined by their ages and the time they began school. These data show that these youths had not fared well in the schools they previously attended. Virtually none (only 1.7 percent, or two youths) were at their correct grade level. In contrast, 55.1 percent were known to be from one to four years behind in school. It can be assumed that the other youths from special education programs had also encountered significant difficulties in school.

TABLE 6

NUMBER OF YEARS BEHIND EXPECTED GRADE LEVEL

Number of years	N	%
At grade level	2	1.7
One year behind	16	13.6
Two years behind	28	23.7
Three years behind	16	13.6
Four years behind	5	4.2
Unknown	27	22.9
Special Education	24	20.3
	118	100.0

D. Juvenile Court Referral Histories of Youths

The youths in the Providence program were found to vary widely in both the number and the kind of previous referrals to the Juvenile Court. At present the records of 106 of the 118 youths have been examined.* The youths range from those few with no known referrals to one youth with 22 prior referrals. The average number of Court referrals for these youths is 4.0. Information on the distribution of previous referrals is shown in Table 7. Clearly the majority have been referred to the Court on more than one occasion. Nearly half (49.1 percent) have four or more prior referrals.

TABLE 7

EXTENT OF PRIOR REFERRALS TO JUVENILE COURT

Number of Prior Referrals	N	%	Cumulative %
10 or more	8	7.5	
9	2	1.9	9.4
8	0	0	9.4
7	3	2.8	12.3
6	8	7.5	19.8
5	10	9.4	29.2
4	21	19.8	49.1
3	16	15.1	64.2
2	20	18.9	83.0
1	11	10.4	93.4
0	7	6.6	100.0
	106	100.0	

Many of these referrals involved charges that were relatively serious. About two-thirds (67.0 percent) of the youths had been referred to the Court for an Impact offense, defined as either a person to person crime or burglary. Over a third (37.7 percent) of the youths have multiple Impact referrals. The average number is 1.4. The full

*FOOTNOTE: The twelve missing youths are youths presumably known to the court but for whom at present no card or file can be located in the Juvenile Court record room. There are an additional 25 youths for whom files alone cannot be located (they are either in transit between court officials or are not properly signed out). These two deficiencies affect the analysis in two ways. First, it is limited to the 106 youths and second, detailed information is lacking on a significant number of prior referrals, thus precluding a distinction between dismissed and nondismissed referrals.

"Referrals" as it is used here refers to instances in which the juvenile is brought to the attention of the Juvenile Court exclusive of those instances involving a traffic referral or requests such as a request for permission to give medical treatment.

information on Impact referrals is shown in Table 8.

A considerable number of these prior referrals occurred shortly before the youths were enrolled in Providence. Forty-four of the youths (41.5 percent) had been referred to the court during the three months prior to the date they entered Providence and twenty-one (19.8 percent) of these had been for Impact offenses.

TABLE 8

EXTENT OF PREVIOUS IMPACT* REFERRALS TO THE JUVENILE COURT

Number of Previous Impact Referrals	N	%	Cumulative %
8	1	.9	
7	0	0	
6	2	1.9	2.8
5	4	3.8	6.6
4	3	2.8	9.4
3	9	8.5	17.9
2	21	19.8	37.7
1	31	29.2	67.0
0	35	33.0	100.0
	106	99.9	

*Impact referrals are person to person crimes and burglary.

As a final note it might be added that many of these youths come from families including other children who had had referrals to the Juvenile Court. Records of the court were examined by Providence staff to determine whether any siblings of these youths had been referred to the court. These data, presented as the number of such siblings in each youth's family are shown in Table 9. In almost one half of the cases (44.9 percent) one or more siblings were known to the court. These figures are, however, likely underestimates since it was not possible in many cases to determine if siblings had been referred.

TABLE 9

NUMBER OF BROTHERS AND SISTERS WITH REFERRALS

Number of Siblings With Referrals	N	%
7	1	.8
6	2	1.7
5	4	3.4
4	5	4.2
3	8	6.8
2	14	11.9
1	19	16.1
0 or unknown	65	55.1
	118	100.0

V. THE PERFORMANCE OF YOUTHS AT PROVIDENCE: COURT REFERRALS

One of the objectives of Providence is to reduce the participation of enrolled students in street crime. In order to assess the achievement of this objective, we have examined the court referral rates for Providence students during several different periods. As noted before, we do not currently have enough information to distinguish between prior court referrals in which charges were dismissed and those which were not dismissed.*

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*FOOTNOTE: It should be noted that the referral analysis contained in this report is focused on comparisons between behavior occurring before and that occurring during (or after) participation in the Providence program. Obviously there are many other factors in a youth's life occurring simultaneously with enrollment at Providence, including the simple fact that he is growing older. It is possible that these other factors have been an important influence on any changes in behavior patterns that do occur. Stronger evidence that Providence is the primary change agent would require a research design employing a control or comparison group. Alternative strategies were considered but they were judged impractical if not impossible for this evaluation period. One alternative, a design employing randomly chosen and assigned control and experimental groups, raises ethical questions of denying service to youths. Moreover, since the Juvenile Court has referred fewer youths than Providence was budgeted to handle, such a design would significantly decrease the number of youths Providence actually handled. Any such reduction would be at odds with the general plan of the Impact program, namely to have programs of sufficient scope to have a dramatic and quick effect on the crime rate on the city's streets. The major alternative to the experimental control group design involves identifying individuals matched on such important characteristics as age, residence, Juvenile Court history, and sex, to the group enrolled at Providence. The use of such a group to compare rates of referral remains a possible future alternative. However, formidable obstacles greatly limit the potential for locating such a group. For one thing, it is considered necessary to form the group from the population active at the court before Providence began accepting a significant number of youths. Since the court is assumed to be making a concerted effort to refer appropriate youths to Providence at the present time, youths not referred have in a sense been considered and rejected. An examination of Juvenile Court cases would be required to determine the extent to which Providence youths are a definable subset of juveniles handled by the court. Changes in the Juvenile Court and the multifaceted changes in St. Louis area as a whole would have to be carefully examined to determine the appropriateness of a comparison group from an earlier period. Furthermore, since the number of youths handled by the Juvenile Court is considerable, the computerization of Juvenile Court records would be a prerequisite for forming a reasonably representative comparison group. Computerization is currently underway. By mid-1974 the extent of the computerized information will be known and a determination will then be made as to whether it is feasible to develop a group comparable in meaningful ways to Providence youths under study.

TABLE 10

REFERRAL RATE AT PROVIDENCE COMPARED TO REFERRAL RATE THE YEAR BEFORE ENTERING PROVIDENCE

Monthly Referral Rate at Providence

Monthly referral rate the year before entering Providence	Number of Youths	0 (0)	.01-.07	.08-.16 (1)	.17-.24 (2)	.25-.32 (3)	.33-.41 (4)	.42-.49 (5)	.50-.57 (6)	.58-more (7 or more)	Total
.58-.66 (7)											0
.50-.57 (6)					1					1	2
.42-.49 (5)	1	1	0	0	1						3
.33-.41 (4)	3	1	2								6
.25-.32 (3)	13	0	1	2	1	0	1	0	1		19
.17-.24 (2)	19	2	3	2	1						27
.08-.16 (1)	21	2	2	3	0	0	2	0	1		31
.01-.07											0
0 (0)	8	3	4	2	0	1					18

Note: Monthly referral rate = $\frac{\text{number of referrals for time period A}}{\text{number of days in time period A}} \times 30.4$

The corresponding number of referrals per year is indicated in parenthesis below the monthly referral rate.

TABLE 11

IMPACT REFERRAL RATE AT PROVIDENCE COMPARED TO IMPACT REFERRAL RATE THE YEAR BEFORE ENTERING PROVIDENCE

Monthly Impact Referral Rate the Year Before Entering Providence	Monthly Impact Referral Rate at Providence							
Number of Youths	0 (0)	.01-.07	.08-.16 (1)	.17-.24 (2)	.25-.32 (3)	.33-.41 (4)	.42-.49 (5)	Total
.75-.82 (9)								0
.67-.74 (8)	1							1
.58-.66 (7)								0
.50-.57 (6)	2							2
.42-.49 (5)	3							3
.33-.41 (4)	3							3
.25-.32 (3)	7							7
.17-.24 (2)	18							18
.08-.16 (1)	30	2	2				1	35
.01-.07								0
0 (0)	31	2	2	2				37
Total	95	4	4	2	0	0	1	106

Note: Monthly Impact referral rate = $\frac{\text{number of Impact referrals for time period A}}{\text{number of days in time period A}} \times 30.4$

The corresponding number of Impact referrals per year is indicated in parenthesis below the monthly Impact referral rate.

Table 10 compares each youth's prior referral rate (based on the year before entering Providence) and his referral rate at Providence. The rate at Providence is standardized according to the number of days he was enrolled at Providence. Since many of these youths (50) are still at Providence, this comparison will probably change as time passes. Several notable summary statistics can be derived from this table. First, there are 41 youths who have had referrals while at Providence. Twenty youths (18.9 percent) had a referral rate while at Providence which was higher than their referral rate the year before joining Providence. In contrast, 81 youths (67.4 percent) either had no referrals at Providence or had a referral rate which was less than their referral rate the year before joining Providence. Among those youths who have terminated from Providence, the findings are roughly similar. Of these 68 youths, 22.9 percent had higher referral rates and 70.5 percent had no referrals or at least lower rates.

The referrals recorded for the 41 youths while at Providence included five dismissed referrals, six status offenses, 10 nondismissed referrals for Impact crimes and 20 other nondismissed referrals for less serious offenses, which would still have involved criminal charges had the youth been an adult.

An analysis of prior referrals and referrals at Providence was also completed considering Impact referrals alone. The results of this analysis are presented in Table 11. Ninety-five youths (89.6 percent) had no Impact referrals while at Providence. Seven youths (6.6 percent) have had Impact referrals at a higher rate while at Providence than during the year before Providence. In contrast, 97 (91.5 percent) have a lower Impact referral rate.

Of the 41 youths with referrals at Providence, 26.8 percent (11) were referred to the Juvenile Court within 30 days of entering Providence and 14.6 percent were referred during their second month at Providence. Thus, nearly half of the referrals (41.4 percent) that occurred at Providence occurred before the referred youth had spent much time at Providence. Table 12 gives more detailed information, dividing up Providence youths by those who have terminated from the program and those still in it.

TABLE 12

NUMBER OF MONTHS FROM DATE OF ENTRY TO FIRST REFERRAL GIVEN SEPARATELY FOR YOUTHS TERMINATED FROM PROVIDENCE AND THOSE STILL REMAINING AT PROVIDENCE

Time to First Referral	Youths Terminated from Providence*	Youths Remaining at Providence**	Total	Percent
Less than one month	7	4	11	26.8
One to two months	3	3	6	14.6
Two to three months	4	1	5	12.2
Three months or more	10	9	19	46.3
	25	17	41	99.9

*Mean length of time to first referral = 93.0 days
**Mean length of time to first referral = 174.6 days

While there are no clear relationships between background characteristics of the youths and the number of court referrals they have had while at Providence, it is notable that those with referrals were less likely to adjust well to the Providence program from the very start of their enrollment. In particular there is a rather striking relationship between court referrals and the frequency of attendance by youths during their first month at Providence. These findings are presented in Table 13. Those youths with relatively good attendance records during their first month (0-9 percent of the time absent) are least likely to have had court referrals. A little over one fourth (27.9 percent) of such youths had referrals. However, among those with the worst attendance records (30 percent or more of the time absent) almost two thirds (63.6 percent) have had referrals.

TABLE 13*

PERCENT OF YOUTHS WITH A REFERRAL BY INITIAL ATTENDANCE RATE AT PROVIDENCE

Attendance Rate during First Month	Percent of Youths with a Referral
0-9% of the time absent	27.9
10-19% of the time absent	36.4
20-29% of the time absent	42.9
30% or more of the time absent	63.6

*This table is based on a total of 104 youths. It omits youths with admission dates before September, 1972, since no attendance information for their first month of enrollment is available. It also omits those with less than a full month at Providence.

VI. PERFORMANCE AT PROVIDENCE: ACADEMIC ACHIEVEMENT

Another of the objectives of Providence is to improve the educational skills of enrollees, with special emphasis in the area of reading. Under this objective an important goal was to bring youths up to a level of performance enabling them to pass an eighth grade equivalency test which makes them eligible for high school. The Providence staff has sought to make this goal explicit by estimations based on age and entering test score information, as to when a student should be prepared to take this examination. Because a goal or expectation is set for each student, it is possible to assess the extent of the success of the program in this area. Unfortunately, it had not always been possible for the staff to set definite goals. In many cases the youths were several years away from taking such a test at the time they entered and it was unrealistic if not impossible to set such goals at that time.

In 53 cases these assessments were deemed possible. For this evaluation only 40 of these are considered since the other 13 youths are still enrolled at Providence and have not yet reached the point where they are eligible to take the equivalency test.

As of February 15, 1974, 62.5 percent (25) of the 40 youths had taken an eighth grade equivalency test and had passed it. Nine students (22.5 percent) had taken the exam and, at least at the most recent administration of the test, had not passed it. (Some had achieved higher scores on a second administration of the test, but if the test had been given a third time the third set of scores were considered here.) The remaining youths had not been administered the test (5.0 percent or two students) or were not eligible for the test while they were at Providence (10.0 percent or four students). Interestingly, of the nine students who did not pass the test, eight were placed in high school on the recommendation of the Providence staff since their test scores, academic achievement and social maturity appeared to warrant such a placement.

The examination of test scores and assessment of improvement is a cumbersome task. The tests are given at different intervals for different youths, depending on entry and exit dates. Furthermore, during this evaluation period two major changes in test administration occurred. One was the elimination of the Bristol Social Adjustment Guide which the Providence staff found nearly useless as a diagnostic tool and time-expensive for recording and analysis. Second, the Wide Range Achievement Test (WRAT) was used nearly exclusively during the first part of the evaluation period, but a change was subsequently made to the near exclusive use of the Iowa Test of Basic Skills (ITBS). This change was justified in terms of particular advantages in the administration of the test and because it is widely used by the public schools in St. Louis. As a result of these changes, no information is available on the Bristol Test and information is available on two like tests (two Iowa Basics or two WRATS) for only some of the students. Moreover, of the 68 terminated cases there are cases when the same test was given at two different times but where this period includes only a portion of the youth's stay at Providence. The analysis is thus based on only 31 students who have left the Providence program.

TABLE 14

TABLE 14A: DISTRIBUTION OF CHANGES IN MATH AND READING TEST SCORES

Grade Change	Math (N)	Reading (N)
Increase of 2.0 or more	6	3
Increase of 1.0-1.9	12	5
Increase of 0.1-0.9	7	11
No Change	3	4
Decrease	3	8
	31	31

TABLE 14B: DISTRIBUTION OF MONTHLY CHANGES IN MATH AND READING TEST SCORES

Monthly Rate of Grade Change	Math (N)	Reading (N)
Increase of 0.20 or more	16	9
Increase of 0.10-0.19	5	6
Increase of 0.01-0.09	4	4
No Change	3	4
Decrease	3	8
	31	31

TABLE 14C: AVERAGE MONTHLY GRADE GAINS ON MATH AND READING TESTS GIVEN BY TIME LAG BETWEEN TEST ADMINISTRATION

Time Between Two Tests	Math (Average monthly gain)	Reading (Average monthly gain)
Two to three months	0.49	0.19
Four to five months	0.36	0.04
Six to seven months	0.09	0.10
Eight or more	0.06	0.13

Changes in reading and math test scores were examined for the 31 students.* The changes between the first and second exam ranged from losses to gains of three years on the math test and two years nine months on the reading test. Table 14a shows that many youths have large gains

*FOOTNOTE: There are several significant problems in this analysis of test scores. The typical methodological difficulties in examining change are accentuated. First, the analysis relies on the administration of a test to a population of youths less familiar with tests and less motivated to take tests than a normal population. These youths have failed tests frequently in the past, have likely missed school more than the average youth, especially on testing day. The reliability of this test for this population and hence the reliability of a change score is questionable. Several scores used in this analysis were close in time and represented relatively large gains or losses (e.g., a loss of nearly three years in four months time). This type of change is suggestive of a score change not wholly due to a gain or loss in learning.

Second, the analysis is limited to those 31 youths who had WRAT tests administered close to their entry and exit dates rather than to all 68 youths who went through the program. Obviously, there are possible biases introduced because the youths considered are a subset of youths enrolled. Finally, there are serious criticisms in the literature regarding the usefulness of the WRAT, its relationship to school achievement and the appropriateness of the given norms. (See Buros Mental Measurement Yearbook for references.) The decision by Providence to change to the more well known ITBS for which locally based comparison figures are available will lessen these problems.

of one or two years (18 on the math test and 8 on the reading test). There are, however, others who show no improvement or a negative change. Table 14a ignores information on the time span between tests. Table 14b takes the time span into account by displaying monthly change scores, derived by dividing a youth's change in scores by the number of months between the two tests. A monthly increase of 0.10 or more, if continued for a school year, would be equivalent to a year's gain. Twenty-five youths show such a change in math scores and 19 show it on reading scores. This is impressive since these youths have previously been achieving below a normal rate.

The findings presented in these tables must be viewed with caution. Table 14c examines which youths, distinguished by the time gap between the two tests, were associated with the higher monthly rates. On the math test an inverse relationship exists: the shorter the time in the program, the higher the average monthly rate. This would suggest that there may be some plateauing effect over time and the rate of gain at the beginning is not maintained. (A possible qualification is that the youths with small time lags between tests were in the program a shorter time and may have different learning patterns or rates.) The inverse relationship did not apply to the reading scores.

VII. PERFORMANCE AT PROVIDENCE: ATTENDANCE, LENGTH OF STAY, TERMINATION

A. Attendance

The original evaluation design included a comparison of school attendance rates prior to entering Providence to the attendance experience of the youths while at Providence. Unfortunately, after considerable efforts by the Providence staff, it was found that attendance information could not be located for a large percentage of the students. In addition, when this information was available it was usually only in terms of annual absences. The primary problem in locating records is that a third of the students were not enrolled in school just before joining Providence, so there was no current school contact from whom to obtain the information. Additionally, in some cases the youth had transferred at mid-year which made recovery of the full record difficult. In other cases the youth had been enrolled in elementary school which meant there was no centralized location to access records. As a result of all these problems, this evaluation is limited to the attendance rates while at Providence.

Overall, it was found that the 118 youths were absent 2370 days of a possible 14,423 days of attendance, or 16.4 percent of the possible days. Computed per youth, this means that the absence rate per youth is 20.3 days out of a 123.3 possible days of attendance. The data on attendance, presented in Table 15, are based on the entire period each youth was at Providence, beginning with data for September, 1972. In general, the Providence students show a high rate of attendance. Nearly half (48.7 percent) fall in the highest attendance category (0 to 9 percent absent). These figures are particularly impressive when we consider that only two-thirds of the students were enrolled in other schools when they entered Providence and that many of those enrolled had been experiencing problems of excessive truancy.

TABLE 15

ATTENDANCE RATE AT PROVIDENCE

Percent of Days Absent	N	Percent
0-9%	57	48.7%
10-19%	24	20.0%
20-29%	14	12.0%
30-39%	10	8.5%
40% or more	12	10.3%
	117*	100.0%

*One youth has been excluded from this Table because he was enrolled at Providence for one day.

B. Length of Stay at Providence; Termination

Many projects seeking to resocialize adjudicated juveniles with extensive court referral records suffer from a rapid turnover in their client populations. Dropout rates are frequently high and the average time enrollees remain in the program is often short. One result is that, even if a program is potentially beneficial, it is not able to retain youths for a sufficiently long period to be an important influence in changing a youth's behavior.

An examination was made of the amount of time youths spend at Providence. Since 50 of the 118 youths are still there, the information presented in Table 16 is divided into youths who have terminated from the program and those still in the program. We find that Providence is successful in holding most youths in its program for a reasonably extended period. Nearly two-thirds (64.7 percent or 44) of the terminated students completed at least six months in the program and exactly one-half (25) of the students remaining in the program have already completed six months.

TABLE 16

AMOUNT OF TIME COMPLETED AT PROVIDENCE, GIVEN SEPARATELY FOR TERMINATED AND NON-TERMINATED STUDENTS

Length of Time at Providence	Terminated Youths (N)	Non-terminated Youths (N)
12 months or more	11	19
9 to 12 months	8	0
6 to 9 months	25	6
2 to 6 months	15	25
Less than 2 months	9	0
	68	50

Terminated youths remained at Providence for an average of 232.9 days. The students still enrolled at the end of the evaluation period had been there an average of 271.0 days. These figures understate the success of the program in retaining the youths with which it is working. Several of the youths who terminated after very short stays had actually been temporarily placed at Providence in lieu of a more appropriate (but unavailable) placement. Several others were found to be inappropriately placed at Providence due to retardation or emotional disturbance.

Youths most frequently terminate from the Providence program not because of any problems but rather because they have graduated. This was true of 27 (39.7 percent) of the 68 instances of termination. Of these 27, 19 were placed in another school at the time of termination. The full range of reasons for termination is presented in Table 17. The reason listed as "Juvenile Court referral or action" includes both a new referral to the court causing a new placement as a part of the disposition and those instances in which a D.J.O. (juvenile probation officer) or Aftercare worker from Missouri Hills have decided to change the youth's placement. Overall, a majority of the youths (38, or 55.9 percent) were terminated because of graduation or placement in another school program.

TABLE 17

TERMINATION REASON

Reason for Termination	Terminated Youths (N)	Percent
Graduated	27	39.7%
Juvenile Court referral or action	15	22.1%
Placed in another school	11	16.1%
Poor attendance	1	1.5%
Returned to Missouri Hills	2	2.9%
Other (family moved, outgrew program, program could not meet needs due to emotional/mental retardation)	12	17.7%
Totals	68	100.1%

VIII. PROGRAM PERFORMANCE: CONTACTS

An objective of Providence as stated in the grant application, is to maintain monthly contact with the family of each youth and with the Juvenile Court or any other agency responsible for him. Information on contacts was examined to assess the total number and the monthly rate of contacts made with the family, the Juvenile Court, and other agencies. The Providence staff made 972 contacts with families of the 118 youths during the period from September, 1972 through December, 1973. In addition, they made 519 contacts with the Juvenile Court and 309 contacts with other agencies. Table 18 gives additional summary information on these contacts.

TABLE 18

CONTACT ACTIVITY BY PROVIDENCE STAFF

Agency/Person Contacted	Total Number of Contacts	Average Per Youth	Median	Range
Family	972	8.2	6	0-48
Juvenile Court	519	4.4	3	0-29
Other Agencies	309	2.6	2	0-31

The extent to which monthly contacts occurred was also analyzed. The purpose of making frequent contacts is to communicate problems that have developed and progress that is being made. It was found that the families of 33.7 percent of the youths received at least one contact each month. In an additional 26.9 percent of the cases contacts were made in every month except one while the youth was enrolled in the program. It can thus be said that in over half of the cases (60.6 percent) there was fairly regular contact with the family. The remaining 39.4 percent of the cases had a lower relative frequency of program contact with the family.

Juvenile Court contacts are impossible to analyze at this point since, contrary to the plans of program operation, many of the youths had their cases closed by the Juvenile Court while still at Providence. Other cases were in transit between Juvenile Officers for a significant amount of time. During the evaluation period adequate records were not maintained on the time periods when cases were open or closed. Thus the fact that the court was contacted only a small fraction of the months the youth was at Providence does not preclude the possibility that the court was contacted each month that the youth's case was actually active at the court. In the next evaluation a change in data collection procedures should eliminate this problem. Moreover, monitoring contacts should be considerably easier since most Providence youths under court jurisdiction are to be carried by the Special Probation Unit.

IX. PERFORMANCE AFTER LEAVING PROVIDENCE

A. Referrals

To be an effective program, Providence needs to have a long term impact on youths, rather than only affecting behavior while at Providence. As a consequence the evaluation design stipulates that the behavior of the youths will be followed for an entire year after they leave Providence. At the present time only 56 youths (of the 68 who have terminated) have been out of the Providence program for at least six months. The follow up examination of court referrals presented here is limited to these 56 youths.

Table 19 compares the number of referrals during the six months subsequent to termination to referrals during the six months prior to joining

Providence. These data show that 41 youths (73.2 percent) either had a lower referral rate after leaving Providence than they did just before entering the program or had no referrals. Only five youths (8.9 percent) had a higher number of referrals in the later period. There were 10 (17.9 percent) who showed no change. In all just 17 youths had any referrals during the six months after leaving Providence. Eleven of these had nondismissed referrals including three nondismissed Impact referrals and eight nondismissed referrals of a less serious nature (but still ones which would have been criminal offenses had the youths been adults). From the data in Table 19 it is possible to compute the number of referrals for the two six month periods considered. In the earlier period there were 52 referrals while in the subsequent period there were 25 referrals, a decrease of 52 percent.

TABLE 19

NUMBER OF REFERRALS SIX MONTHS AFTER TERMINATION FROM PROVIDENCE COMPARED TO SIX MONTHS PRIOR TO ENTRY

Number of Referrals Six Months Prior to Entry	Number of Referrals Six Months Subsequent to Termination					
	0	1	2	3	4	Total
3	1	1				2
2	8	1	4	1		14
1	11	6	1			18
0	19	2	1			22
Total	39	10	6	1		56

Note: This Table is based on the 56 youths who have completed six months subsequent to termination.

Table 20 shows that only five youths had Impact referrals in the six month period subsequent to Providence (three of these being dismissed). There were 51 youths (91.1 percent) who either showed a decrease in Impact referrals during this period or had no referrals and four youths (7.1 percent) who showed an increase and one youth (1.8 percent) who had one referral during each period.

TABLE 20

NUMBER OF IMPACT REFERRALS SIX MONTHS AFTER TERMINATION FROM PROVIDENCE COMPARED TO SIX MONTHS PRIOR TO ENTRY

Number of Impact Referrals Six Months Prior to Entry	Number of Impact Referrals Six Months Subsequent to Termination				
	0	1	2	3	Total
2	2			1	3
1	12	1			13
0	37	3			40
Total	51	4		1	56

Note: This Table is based on the 56 youths who have completed six months subsequent to termination.

An examination of the relationship between background characteristics of individual youths, indicators of their performance at Providence, and post-Providence referral rates showed no clear differences between those with referrals and those without. However, several findings are of note. For one thing, youths were not immune to future referrals even when attendance at Providence was nearly perfect (eight out of 25 with 0-9 percent of the days absent had a subsequent referral). In addition, graduation from Providence, as contrasted to termination by Juvenile Court action, does not distinguish between those with referrals and those without. Neither the length of time spent at Providence or the occurrence of referrals while at Providence are clearly related to subsequent referrals. For instance, of the 37 without referrals while at Providence, 35.1 percent (13) had referrals in the first six months after termination.

These findings must be viewed with caution because they are based on relatively few individuals (56), 17 of whom had referrals during this time.

B. Aftercare Placements

The Aftercare Department of Providence assumed responsibility for 45 of the 68 youths who terminated from Providence. The 23 not handled by Providence Aftercare consisted of 18 who returned to Missouri Hills or were newly committed to an institution (Missouri Hills, State Board of Training Schools, or Boys Town) and five who either moved from town, or were removed from the program due to early parental disapproval of the youth's enrollment at Providence.

Of the 45 under Providence Aftercare, 82.2 percent were placed in a full time school setting, and 11.1 percent were placed in the Student

Work Assistance Program. The other two youths were initially placed on a job or in a children's home outside of St. Louis. Twenty-two of the 45 youths had a second or third placement while on aftercare. In half of these instances the change in placement was a move to a different school setting deemed more appropriate for the youth. Such transferring between schools will likely decrease as the Aftercare Department becomes increasingly knowledgeable about the particular strengths and weaknesses of certain schools and their ability to meet the needs of different types of students.

The Aftercare records of a sample of 19 youths were examined more closely to determine problems during Aftercare and the successfulness of placements. Most of these 19 students have had difficulties thus far in their placements. Nearly half had adjustment problems when they entered large classrooms in large schools after the intense individualized experience of a small classroom at Providence. Their adjustment difficulties were manifested in frequently missed classes or initial academic failure. Many of these youths have received Providence-initiated tutoring and counseling. Only one of these youths has been suspended from school and this youth is now doing well on his second (work-study) placement. Another nine of the 19 received good to excellent reports from schools. Attendance was reported to be regular and no outstanding difficulties had developed. Two of the 19 youths who were difficult to place, returned to Providence and one has now left again, to begin a vocational rehabilitation program.

The Aftercare staff, as well as other Providence staff, frequently comment on the paucity of school placement possibilities. Youths leaving Providence by and large did not previously succeed in the public schools. Many, even with an increased skill level, and improved motivation and self-concept, cannot succeed in traditional classrooms where teacher attention to their needs is severely limited.

It is quite likely that without additional alternatives many of these youths will encounter overwhelming difficulties in attempting to complete their education after Providence.

XI. FACTORS WHICH MAY AFFECT SECTIONS OF THE ABOVE ANALYSIS

1. The design of the current evaluation is based on a single group before-after comparison (see footnote on page 12). As a result, there are limitations on the interpretation of results. Other factors which impinge on a youth during his Providence experience may cause some or all of the changes in behavior that occurred. With this design, it is not possible to conclude that the Providence program alone caused the changes in behavior. Rather one can only observe that subsequent to participation in the providence program certain changes in behavior either did or did not occur.

2. Referrals to the Court are an imperfect measure of a youth's involvement in behavior which would warrant a referral. Our referral analysis is obviously limited to discovered and reported instances of misbehavior.

3. Although the criteria for admission to Providence do not specify an exceptionally high prior referral rate, many youths referred do in fact have a high rate, including a recent referral. One would not expect, however, that youths with an extremely high referral rate would maintain this high rate even if they did not enter the program. This is true because of the lack of exact correspondence of known referrals to actual delinquent behavior and because of fluctuations in behavior. Such a change is generally referred to in the evaluation literature as a regression artifact and refers to the fact that extreme scores at one point in time are likely to regress toward the mean at a later point in time.

4. Given that we are trying to examine major changes in behavior, the time period examined in this report is relatively short. An apparent lack of change over the short run is not necessarily indicative of no long term change and, conversely, changes that do occur may be lost later as other factors impinge on a youth.

XII. RECOMMENDATIONS

Two areas of program operation stand out as needing reexamination.

1. The staff should assess the difficulties encountered in trying to contact all families as regularly as planned. It might be most important to provide disproportionately high numbers of contacts to families where the possible benefits for a youth's development are greatest. This may imply, given time limitations on staff, that the minimum contact with all families needs to be revised downward. Alternatively it may mean that the original goal remains important and achievable and a change in priorities and the allocation of staff time and efforts will be necessary to enable the program to meet this goal.

2. The Aftercare staff has encountered some difficulty in finding appropriate placements for students. Efforts are underway by the staff to become more familiar with the strengths and weaknesses of different placements and their suitability for a given type of student. Increased efforts in this area coupled with more feedback to other Providence staff will hopefully help in providing both the placement selection and preparation for placement provided to students.

Given the present resources at Providence, it would appear that the demands on the time and energy of the Aftercare staff will not decrease. As a consequence the problems of placement will remain significant. There is a very real problem of maintaining the gains made during enrollment at Providence when a youth leaves and enters a less supportive environment where failure is more likely and the label of delinquency sets him apart from most. The Aftercare staff will thus need to devote considerable energies to detect problems at an early stage and to provide meaningful services. In addition, continued pre-placement work with each student is needed to provide continuity in working with the youth. Also, it is necessary in order to have some familiarity with the youth to aid in understanding placement problems if they arise. The success

of Aftercare is obviously crucial for the Providence program as a whole. Previous evaluations have often documented the failure of other innovative programs to maintain the gains of youths once the primary special services are removed. While the needs in this area depend on the number of youths expected to be on Aftercare status, it would be unfortunate if, for lack of funds, the Aftercare component were ever understaffed. Thus, any requests for additional staff or resources in this area should be seriously considered by either the current or any future funding sources.

Potential understaffing, however, is not the most serious problem in placement. The larger problem is the lack of suitable placements for the youths. Funding agencies and other relevant agencies in the city should be aware of the paucity of placements for youths, such as those at Providence, who have found it difficult to function within the traditionally structured public school setting. Continuing efforts need to be promoted to make the schools more responsive to the needs of these youths.

PROVIDENCE EDUCATIONAL CENTER

APPENDIX J

RESOURCE LISTING

1. New Schools Exchange
2. Regional Education Laboratories

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PROVIDENCE EDUCATIONAL CENTER

To help LEAA better evaluate the usefulness of Exemplary Project Handbooks, the reader is requested to complete and return the following questions.

1. What is your general reaction to this Exemplary Project Handbook?

☐ Excellent ☐ Average ☐ Useless

☐ Above Average ☐ Poor

2. To what extent do you see this Handbook as being useful in terms of: (check one box on each line)

	Highly Useful	Of Some Use	Not Useful
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3. To what specific use, if any, have you put or do you plan to put this particular Handbook?

4. In what ways, if any, could this Handbook be improved: (specify)

A. Structure/Organization

B. Content/Coverage

C. Objectivity

D. Writing Style

5. How did this Handbook come to your attention? (check one or more boxes)

☐ LEAA Mailing of Handbook ☐ LEAA Newsletter

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6. Have you contacted or do you plan to contact the Providence Educational Center for further information? ☐ Yes ☐ No

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